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ABSTRACT

This report synthesizes the results of a survey of 1,265 economically disadvantaged young people in New Jersey and, through the use of graphic displays, presents findings on their attitudes on education, employment, vocational skills, and future prospects. Replies are collated by reference to age, race, and sex. (WP)

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DISADVANTAGED YOUTH SPEAK OUT:

School and Work

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Carol Goodheart, despite her own demanding professional life, reviewed the daily progress of this project for a year and a half.

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H.R.G.

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INTRODUCTION

You are reading the first in a series of summary reports from the Youth Survey Project. This report presents the responses of economically disadvantaged youth to school and job related items. Further summary reports will be issued in the near future; they will present responses to personal issues and to social issues.

The New Jersey Department of Labor and Industry intends to build on the data base gathered by the project. The summary reports will complete the first phase. Further explorations of the existing data, extensions of the research, and replications of the study have been planned and are awaiting approval.

Inquiries about the research and requests for reprints of this and upcoming reports should be addressed to: Hugh R. Goodheart, Coordinator, Youth Survey Project, 109 South Fourth Avenue, Highland Park, NJ 08904.

Survey Goal

Disadvantaged youth need our understanding and our help. Their need is reflected, for example, in current youth unemployment figures. But there has been no data base of information collected *directly from youth themselves,* no systematic base on which to build a better understanding of their desires, needs, thoughts, and feelings. The goal of this study is to establish such a base.

Survey Design

The survey coordinator chose a format consisting of stub sentences to be completed in writing. This format brings out direct, full responses. For example, the question, "What's the most important thing to you?", became the stub sentence: "The most important thing to me...".

More than 300 questions were gathered from youth oriented field workers, from the *Adolescent Study Commission Report* (October 1977), and from Friedenberg's 1959 study, *The Vanishing Adolescent.* The survey coordinator conflated the questions to a list of 102.

The coordinator decided to use post-hoc, qualitative analysis. In this technique, survey responses are collected in the form of sentence completions. Then they are inspected, and a set of categories is developed for the responses to each stub sentence. The categories developed for "The most important thing to me is..." include: ...personal well-being, ...people I care about, ...achievement and success, ...education and learning, ...social concerns. Nine out of 10 sentence completions fit into one of these five categories when the survey team coded them (placed each response into one category).

A major advantage of this design is its flexibility with different populations. Respondents are free to answer at their own level, in their own terms, and with whatever language resources are available to them. Sentence stubs can be written to touch on the key areas under study. Comparisons and contrasts can be made easily between different groups.

The survey coordinator accepts responsibility for any bias that may have entered the study despite the survey team's best efforts to use good items, to categorize comprehensively, and to code accurately.

Survey Pilot

The 102 questions collected were tested with youth in two widely differing New Jersey locations. Project Coed in Newark is a federally-funded, state-administered, demonstration work-study program for predominantly minority, urban youth. Voorhees Regional High School in Hunterdon County has a predominantly White, rural and suburban population.

A four person research team directed by the project coordinator inspected the responses for intelligibility. The team developed general sets of categories for those survey items that were especially successful in bringing out intelligible responses from both groups of youth. Responses to these successful items were coded into the categories. The survey team evaluated the findings from the preliminary analysis of the pilot study and selected items of greatest interest to planners of programs for disadvantaged youth.

Sample Selection

The survey sample was selected from the SPEDY summer programs for economically disadvantaged youth. Three and ¾ percent of the participants in each of 22 C.E.T.A. Prime Sponsor summer programs were selected randomly from current enrollment lists. This sample, disadvantaged by federal definition and standards, represents significant numbers of have-not youth.

The project coordinator set up formal reviews with researchers at Educational Testing Service in order to ensure that the sample is a legitimate representation of the entire SPEDY population.

Survey Administration

The project coordinator trained a team of field administrators and equipped them with procedures and a protocol for administering the survey. Particular attention was given to creating an atmosphere of trust and to designing a task within the grasp of disadvantaged youth.

The administrators worked in teams of two with groups of 25 youth. Participants filled out the survey anonymously, giving only basic demographic information about age, race, sex, highest grade completed, and parents' occupation. Examples of survey items were rehearsed in advance. Survey items were written at the sixth grade reading level. Prime Sponsors provided translators and recorders for non-English speaking and non-literate youth. One-to-one counselors took extra time to help learning disabled and mentally handicapped youth complete the survey. The goal of the survey was explained.

The survey was administered during July and August, 1978.

Categorization and Coding

A team under the direction of the project coordinator developed sets of categories for the responses to the survey items and then coded each response to each item into one of the categories. Three independent sets of categories were created, differences were analyzed and resolved, and a final set of categories developed. Categories were verified by the ability of three coders, working independently, to place the same response into the same category 85% of the time. All responses to the items were then coded.

The survey coordinator reviewed procedures for creating and verifying categories and for coding with consultants at Rutgers University Graduate School of Education and at Thomas Edison College.

Computer Programming and Data Analysis

The coded survey responses were tallied by computer and analyzed with subroutines from SPSS (Statistical Package for the Social Sciences). The analysis was reviewed and guided by specialists in statistical and educational measurement at Rutgers University Graduate School of Education, and at University College.

Preparation of Summary Report

Late in the Spring of 1979, the project coordinator and his assistant prepared this summary report of school and job related items. The survey coordinator developed the form of the report with consultations from Graduate School of Education faculty and from the Director of L.G. Visual Presentations in New Brunswick, New Jersey.

FINDINGS AND DISCUSSION

Who is a good teacher?

More than 4 of 10 disadvantaged youth told us a good teacher is one who relates well to them and helps them. Almost as many said a good teacher has good technique and has mastered both subject material and methods for presenting it. About 1 in 10 mentioned classroom management or discipline.

What is the context for these opinions? Many of our school and labor programs place young people directly into jobs in a free, competitive marketplace. An announced goal of public sector employment is to give youth job experiences on which they can base future careers with unsubsidized, private sector employers.

We act as if we believe our young people can learn to make their own decisions and to know what is good for them. If we trust them to know right now something about what is good for them, they may also decide now to trust us and to accept more of the future we offer them.

Most of them tell us a good teacher is a caring, competent person. Perhaps the highest priority in planning labor programs for disadvantaged youth is to put them in contact with teachers from whom they are able to learn: vocational instructors, job site supervisors, counselors, as well as classroom teachers. Personal warmth and competence may be more significant factors in screening candidates for these teaching positions than experience or classroom management ability.

Graphic display: p. 12

What are the most useful things youth learn in school?

More than 2 of 10 young people said the most useful school learning was personal and social growth. Similar numbers mentioned language skills. Another 20% named career skills, and 18% told us scholastic skills.

Different groups of youth varied widely, however, in responding to this question. One third of White females, for example, mentioned personal and social growth. Half as many White males gave this response. This finding matches conventional wisdom on the subject.

On the other hand, less than 10% of White females said scholastic skills were the most useful things they learned in school: almost 25% of 14-15 year old Blacks named scholastic skills.

Our school and labor programs strive to treat all disadvantaged youth equally and to offer them more and better opportunities for the future. In our efforts to treat our young people more fairly, we may sometimes overlook the natural developmental and cultural differences among them. Young Black teenagers seem more practically motivated toward formal classroom learning than is generally recognized.

Our youth tell us they are not always the same: different youth find different skills useful at different times of life. If we want to plan programs that offer skills training when youth are ready and willing to learn, we may need to build more flexible programs. Modular and individualized programs could turn out to be more efficient in the long run than more apparently systematic and efficient lock-step designs.

Graphic Display: p. 14

What is the most worthwhile part of work?

More than 25% of young people told us earning money is the most worthwhile part of work. Social rewards were named by 16%. About 10% chose experience and learning; another tenth mentioned non-work time: breaks, lunch, the end of the day, or weekends. Only 8% mentioned feeling useful.

Some 44% of White males said earning money is the most worthwhile part of work compared, for example, to 14% of Hispanic females. But only 3% of White males mentioned social rewards, compared to 30% of White females. The 16-18 year old Hispanics said feeling useful was the most worthwhile part of work four times more frequently than 16-18 year old Whites.

Contrary to widespread opinion, disadvantaged minority youth do not focus more on money than Whites, perhaps because their expectations are lower. Females focus slightly more on social rewards than on money; males find cash more worthwhile than social rewards by a ratio of more than 2 to 1. Minorities mention feeling useful as most worthwhile with noticeably greater frequency than Whites.

These differences may reflect cultural and economic inequities in the opportunities we offer to disadvantaged youth. There remain major discrepancies in pay rates for minorities and females. Our multi-ethnic culture appears to continue steering male and female youth towards different kinds of rewards from work. Youth program planners may wish to stress career options that are no longer sex-linked. In this way we may be able to give them more of the rewards available to all of them and to diminish unproductive boundaries and barriers. Disadvantaged Black and Hispanic youth may be telling us that they want more opportunities at work to feel productive and worthwhile, that they are ready and eager to join the mainstream.

Graphic Display: p. 16

What do youth want from a job?

Almost a third of disadvantaged youth said that from a job they want to earn money. Between 10 and 15% mentioned each of the following: knowledge and experience, social rewards, and enjoying the work.

Males mentioned money more frequently than females. Almost twice as many females as males said they want knowledge and experience from a job. Whites told us they want to enjoy the work more than twice as often as Blacks or Hispanics.

Goals and expectations are keys to motivating our disadvantaged youth to work. If we believe that people are more likely to find what they are seeking than what they aren't looking for, we can conclude that disadvantaged teenage females are more likely to learn and profit from their work experiences than males. Whites may enjoy the work they do more than Blacks and Hispanics not only because they might have more enjoyable jobs, but also because they seek this kind of reward more directly. The rewards youth seek from work probably have more to do with their expectations than with their desires.

These differences are unfortunate. We might want to plan programs that help disadvantaged youth succeed in finding a greater variety of rewards from work: financial rewards for females, knowledge and experience for males, and intrinsic enjoyment for minorities. In this way, we may be able to offer them wider opportunities in life and, at the same time, we may be able to develop a healthier, more balanced labor pool for our future.

Graphic display: p. 18

What do bosses want on a job?

Almost 6 of 10 disadvantaged youth said that on a job bosses want them to work and perform. One in 4 said bosses want them to adapt, obey, and fit in. Fewer than 1 in 10 told us bosses want them to use their own judgement.

Males mentioned performance more often than females. On the other hand, 14-15 year old females mentioned fitting into the work environment more than twice as often as 14-15 year old males. Almost twice as many White as Black or Hispanic males told us bosses want them to use their own judgement on the job.

The success of disadvantaged youth entering the labor market may depend significantly on their ability to perceive accurately expectations of them. A recent educational network television documentary about how to get a job suggested that an employer's sense of how a job candidate will fit in is the key hiring factor. The impression that a young person applying for a job can use his or her own judgement may be another covert but important hiring factor.

Disadvantaged youth may not have had the opportunity to develop a sense of an employment contract. They may need programs that show them the necessary balance between what they want from a job and what employers want from them. We might want to help males learn more about adapting to work situations and fitting in. We may want to learn more about how to help minorities develop the confidence and competence to use and show their own judgement more effectively.

Graphic display: p. 20

How does school prepare youth for work?

About 1 in 4 youth told us that school prepares them for work by teaching job skills and job getting skills. Almost as many mentioned social integration: attitudes, behavior, human relations, and general awareness. Only half as many mentioned job information or basic skills.

There was some variance among groups. Youth that mentioned social skills most frequently tend to be older, White, and female. Only 10% of White 14-15 year olds said school prepared them for work by teaching basic skills; almost 25% of 14-15 year old Hispanics recognized the practical work value of basic skills.

There are some surprises in the way disadvantaged youth see the relationship between school and work. For example, we do not often credit them with having enough foresight to recognize the practical value of integrative social skills. But more than 25% of them specifically name this area.

If we want our disadvantaged youth to use the new opportunities we are finding for them, we may need to plan awareness programs in the needed skill areas they have not yet caught sight of. In addition, some of them may be ready for skills training at an earlier age than we had supposed in the past.

Graphic display: p. 22

What do youth need to know to learn how to get a job?

One of 4 young people said they need both practical job skills and job getting skills. Almost equal numbers mentioned appropriate attitudes and behaviors. Another large group mentioned job information. One of 10 told us they need basic skills.

Almost twice as many White males as Black males mentioned job and job getting skills. Half as many White males as White females told us they need to know appropriate attitudes and behaviors. Almost twice as many Blacks and Hispanics as Whites named basic skills.

Unemployment among disadvantaged youth is especially high for Black males. They may have become so discouraged about getting satisfying, rewarding work that they do not identify job performance or job getting skills as any more important than appropriate attitudes and behaviors. Young people say they need job information twice as often as they say elsewhere that school offers such information to them. Minorities seem more keenly aware of the need for basic skills than the majority culture.

In a time when the demand for jobs is greater than the supply, disadvantaged youth, especially Black males, may need to focus more sharply on specific job skills and on techniques for getting a job. Further research seems necessary in order to discover what changes are needed to persuade them to focus on these skills. White males may need to develop a more effective balance between their task skills and their relationship skills. Programs for disadvantaged youth might want to develop more extensive job information projects than now exist. In addition to providing more options, such projects may motivate some groups to work more at job and job getting skills. In order to help disadvantaged youth make better decisions and judgements, we might want to incorporate values clarification components into our job readiness programs.

Graphic display: p. 24

What do youth want to do before they choose careers?

Almost 40% of disadvantaged youth told us they want to compare careers and select carefully before making a commitment to any one path. Another 20% said they want to find out more about a particular career before making a final decision. Getting an education and better skills was mentioned by 18% of them.

Half again as many 16-18 year old males as 14-15 year old males wanted to find out more about a career before making a final choice. Hispanic males mentioned education and skills more than twice as often as White males. Disadvantaged youth tell us clearly that they want more information about careers before choosing. They want to know enough about different careers to make sure they select the one best for them, and they want to explore that one more thoroughly before making a commitment. Hispanic males, especially, place a premium on enlarging their education and skills before choosing a career.

In our plans for future job readiness programs for disadvantaged youth, we may want to introduce career information components and training in gathering career information at an earlier age than we have in the past. In some cases we may want to offer more educational and skills programs before or concurrently with career information components. Job skills and techniques for getting a job may not be enough. If we want our young people to feel that a free, competitive job marketplace works to their advantage, we may want to teach them more about it and about the choices we can help them make in it.

Graphic display: p. 26

What do young people need?

More than 20% of young people told us they need love, care, and attention. Another 17% mentioned help and guidance. About 10% said young people need training, jobs, and a career; fewer than 10% mentioned either better education or recreation services.

Females mentioned love, care, and attention much more frequently than males — 32% of Hispanic females, for example, compared to 15% of Hispanic males. Blacks and Hispanics told us young people need training, jobs, and a career more often than Whites.

Four of 10 disadvantaged youth tell us young people need love and guidance; only about 10% mention each of the following: work, education, and leisure. In our efforts to provide our young people with what we think they need to succeed, we may be overlooking what they say they need most.

In a tough economic marketplace, it is hard to look at less tangible and countable factors than jobs, wages, and the bottom line for government spending. But the needs our youth mention first and most frequently are intangible and uncountable: caring and guidance. If we believe what they tell us about their needs, we may want to plan a new emphasis in our job readiness programs on the caring and helping support structures that characterize family and counseling relationships.

Graphic display: p. 28

What should young people do?

More than 1 of 3 youth told us they think young people should grow up and become more mature. About 1 in 10 said youth should behave, be respectful, and obey their elders; another tenth told us young people should relate well with others. Only 16% said young people should go to school or work.

Males mentioned school and work more frequently than females. Black and Hispanic females said young people should respect, obey, and behave more than twice as often as White females.

The moral imperatives of disadvantaged youth, the "should's" and the "ought to's", are different from what conventional wisdom predicts. Almost 6 of 10 youth tell us young people should concentrate on their own personal and social development. They seem much more holistic and much less concrete and practical than many of us had supposed.

What young people think they ought to be doing with their time is clearly a major consideration in program planning for them. We might be able to motivate them better if we focus more on showing them how to discipline themselves as individuals and as members of society. Some of the traditional aspects of character building and social skills may serve them better than more lenient tolerance of unproductive attitudes and habits. They seem to think so.

On the other hand, the limited life experiences of disadvantaged youth may keep them from discovering what specific knowledge and skills will serve them best in the future and from knowing what rewards they can earn from their studies and from work. We might do well to teach disadvantaged youth more about the nature of the social contract: the balance between what they need from society and what they have to offer society in return. It is possible that only in such a context will they be able to live up to an employment contract: the balance between what they want from a job and what their employers expect from them.

Graphic display: p. 30

How would youth spend a million dollars to help other young people?

Almost 4 of 10 young people gave general helping responses to the question: "What would you do if you had a million dollars to help youth?" Two of 10 said they would provide jobs or improve existing jobs. Some 16% said they would provide recreation and recreational facilities. Only 7% said they would improve education.

Different groups responded similarly to this question. The exception is that White youth, especially 14-15 year olds, mentioned recreation much more frequently than Blacks or Hispanics.

When they talk about actually spending money, disadvantaged youth mention jobs and recreation about twice as often as they did when they talked about what young people need. The helping responses match up closely with the caring and guidance young people told us they need. Helping responses are more frequent than job and education concerns combined.

Young people continue to identify needs and concerns beyond concrete examples of work, education, and leisure, although they are not as specific as we might like. We may need to continue our research efforts until we have a better understanding of what they want from us, so that we can improve our ability to help them become successful adults.

Graphic display: p. 32

Who teaches youth most about jobs?

More than 1 of 3 disadvantaged youth told us that educators teach them most about jobs. Almost as many said their parents and family teach them most. Only 1 of 10 mentioned themselves, their job, or their experience.

Black females mention educators 50% more often than family. Black males mention parents and family 30% more frequently than educators. White youth said they learned most about jobs from their own experience almost twice as often as Black or Hispanic youth.

It is easier to observe these differences than to explain them. According to youth unemployment figures, Black males have markedly severe problems in the job market. Part of the problem may lie in where they turn to learn about jobs. Part of the problem surely lies in our not yet successful efforts to guide more of them through our school systems and into successful careers.

Perhaps if we plan programs that teach minority youth how to learn more on their own from the job experiences we offer them, they will turn more to us and our institutions of learning. There are unique opportunities for the Departments of Labor and Education to work together and serve our disadvantaged youth. We clearly need more effective ways to reach them, to win their trust, and to help them join the mainstream of American society. Further research and demonstration programs in this area are needed.

Graphic display: p. 34

What are the easiest kinds of jobs to get?

About 30% of young people told us service jobs are the easiest to get; 23% mentioned various kinds of physical labor. Clerical and government jobs were named by 12%. One of 10 young people told us the easiest kinds of jobs to get are undesirable jobs and jobs with low qualification standards.

Younger teenage females named service jobs half again as often as younger teenage males; the males named laboring jobs twice as often as the females. The 16-18 year olds were more alike in their perceptions: the difference between sexes narrowed to less than 25%. White youth, much more frequently than Blacks or Hispanics, said undesirable, low qualification jobs are easiest to get.

Almost 90% of the jobs mentioned were rock-bottom kinds of jobs. Disadvantaged White youth commented on this most frequently, perhaps because their expectations are higher in the first place. Almost no responses involved jobs that require any kind of initiative or decision-making, although entry level jobs that require these traits remain hard for employers to fill.

In hard times, any job is often considered better than continued unemployment. The pressure on our disadvantaged youth to generate income is enormous. Yet, if we are unable to prepare them for anything better than easy-to-get, dead-end jobs, we will only postpone their problems. Perhaps new private sector initiatives will help our disadvantaged youth find new options besides agency support or jobs with no future. Meanwhile, even greater effort may be required to plan and deliver programs that develop in youth the initiative and judgement to find a future they can look forward to more eagerly.

Graphic display: p. 36

What is most important to youth?

One of 4 young people told us their personal well-being is the most important thing to them; another fourth said people they care about are most important. About 2 of 10 mentioned achievement or success. One of 10 talked about education and learning, and another tenth mentioned social concerns.

There were some sharp differences between groups of youth. For example, 30% of 16-18 year old Blacks mentioned personal well-being, but only 12% of 16-18 year old Hispanics. Black females mentioned education and learning twice as often as social concerns. This ratio was reversed for White females.

Why is it that half our disadvantaged youth talk about the general welfare of themselves and those close to them, and less than half mention success at work, education, and leisure? Is it possible that the difficulties of their lives focus them on their own needs but keep them from dealing with these needs productively? The differences among them may result more from the obstacles different groups face than from any deep-rooted internal differences.

The challenge we face is a formidable one. If we wish to win the trust of disadvantaged youth and to persuade them to be guided by us, we must find a way to respond to the immediate needs they present to us. Only if we can reduce today's pressure on them can we find the space in which to guide them in working towards a better tomorrow. Program planners for disadvantaged youth might want to deal first with the expressed concerns of youth, and, from this beginning, guide them in acquiring the confidence and competence we see they will need in the future.

Graphic display: p. 38

How will it be for today's youth when they are 30?

Almost 4 of 10 young people told us they will be married and settled when they are 30 years old. Two of 10 said they will be in a work role of some kind. Some 17% mentioned being active, happy, or successful.

There were some striking differences among groups of youth. Markedly more Whites than Blacks or Hispanics expect to get married or settle down. Only 23% of Black males mentioned marriage and settling down, compared to 42% of Black females and 60% of White females. More White than minority males see themselves in a work role at 30, but fewer White than minority females.

The future dreams of our disadvantaged youth seem much like the dreams we all have for our lives. But differences among groups of youth tarnish the dream. The differences between sexes and among races may stem more from their own realistic expectations and from economic and cultural pressures on them than from any difference in desire.

The American dream of education, job, family, home, and leisure has come true for a higher and higher percentage of our young people, with a special lift in 1954. Now that dream may be receding for some of our disadvantaged youth. If we want our youth to join the mainstream of American life, we must plan programs for them that persuade them and show them how to succeed in finding a place in the sun.

Graphic display: p. 40

BACKGROUND INFORMATION FOR THE GRAPHIC DISPLAYS

There is a two page display for responses to each school and job related item from the youth survey. The page location of each display is noted in the table of contents and in the discussion of each item. The displays may become available as 11x17 inch horizontal posters. Inquiries should be directed to the project coordinator.

The name of the survey item appears at the top left of each display, immediately above a symbol that represents the content area of the item. There are symbols for school related, job related, personal issue, and social issue items.

To the right of the symbol you will find a key to the bar charts and verbal descriptions keyed to the bar charts. • marks differences by age and race. ★ marks differences by sex and race. ■ marks differences by sex and age.

To the far right of the symbol is a pie chart that displays the percent of responses from all youth that fall into a particular category. The total number of all respondents was 1265. The category marked "other" includes small miscellaneous categories, unclassifiable responses, and the number of respondents who gave no answer at all.

Responses Displayed by Age and Race

On the left hand page is a chart of responses broken down by age (14-15 and 16-18) and by race (Black, White, and Hispanic). The number of respondents in each group includes:

14-15 Year Olds		16-18 Year Olds	
Black	305	Black	401
White	118	White	164
Hispanic	102	Hispanic	100

Responses Displayed by Sex and Race

On the right hand page, below the pie chart, is a chart of responses broken down by sex and by race. The number of respondents in each group includes:

Females		Males	
Black	357	Black	349
White	156	White	126
Hispanic	100	Hispanic	102

Responses Displayed by Sex and Age

On the right hand page at the bottom is a chart of responses broken down by sex and by age. The number of respondents in each group includes:

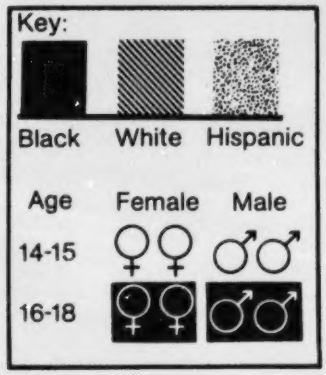
Female		Male	
14-15 Year Olds	266	14-15 Year Olds	296
16-18 Year Olds	378	16-18 Year Olds	325

At the bottom of each chart, in white against a dark background, are shown the chi square, degrees of freedom, and significance figures. The significance figure shows the number of times in 10,000 that the results in the chart could have been reached by chance.

A significance figure of .0500 (results could be by chance 1 time in 20) is considered acceptable by social scientists. A figure of .0050 (1 time in 200) is considered excellent. A figure of .0005 (1 time in 2,000) is considered outstanding. While most of the charts display data at well above the acceptable significance level, three of the charts do not quite meet this standard. The significance figures for these charts are marked with an asterisk.

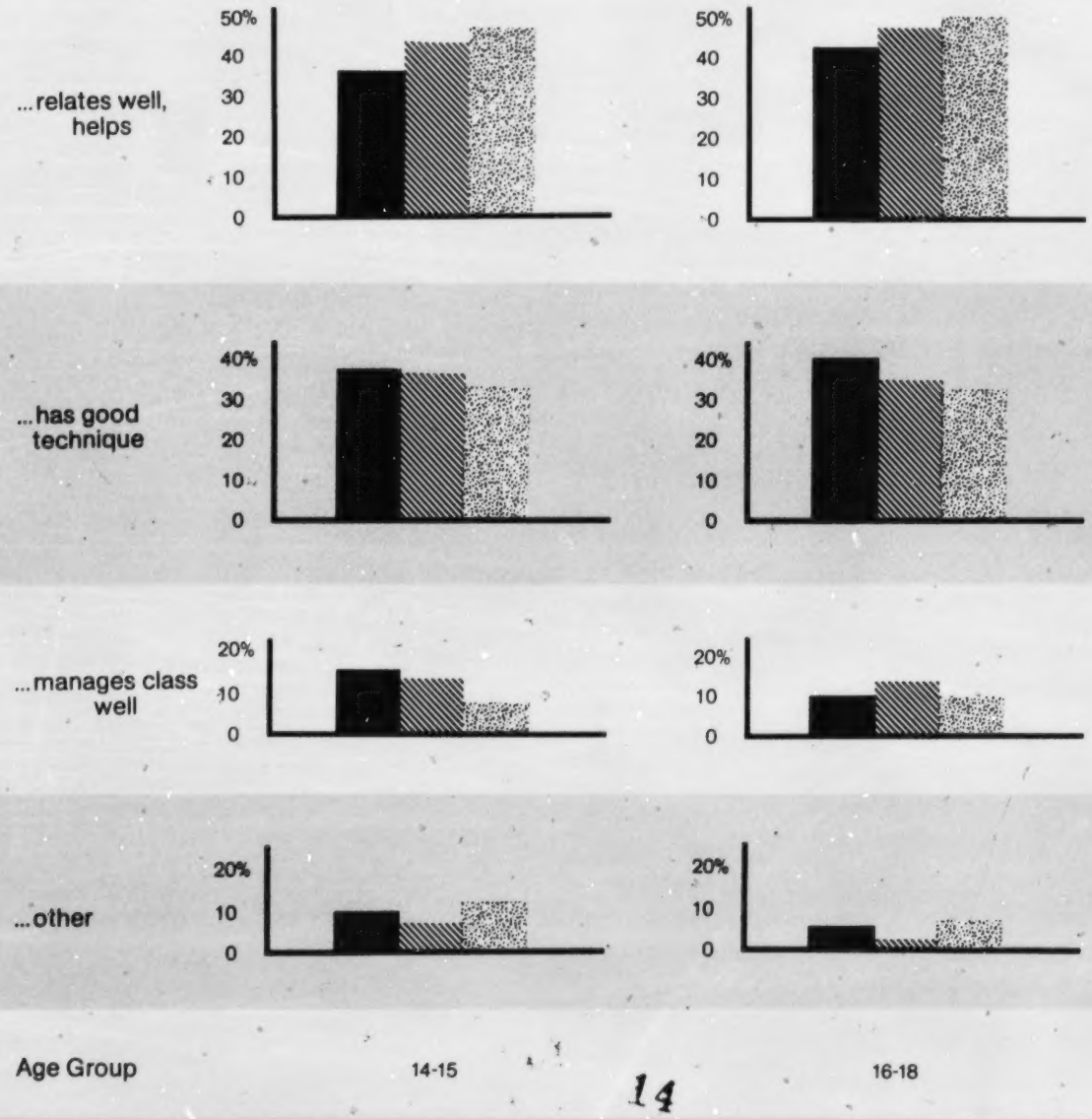
In all charts, younger adolescents are shown before older ones. Racial groups are shown beginning with the largest group represented in the sample population (and in the total SPEDY population) and ending with the smallest. Females, who outnumbered males slightly, are shown first.

A good teacher is one who...



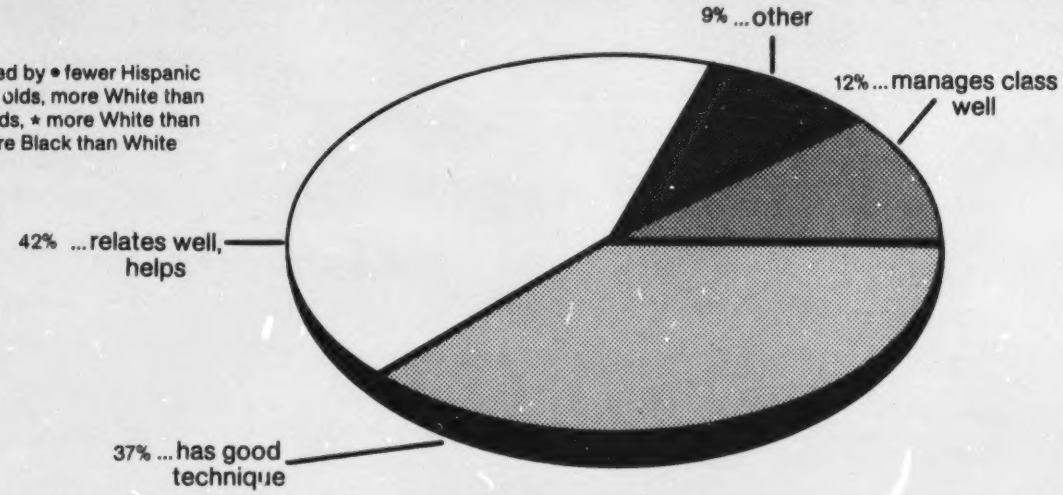
...relates well, helps mentioned by • fewer Black than White and fewer White than Hispanic 14-15 year olds, fewer Black than White or Hispanic 16-18 year olds, * fewer Black than White or Hispanic females, fewer Black than White and fewer White than Hispanic males, more female than male Whites, ▪ more 16-18 than 14-15 year olds

...has good technique mentioned by • fewer Hispanic than White or Black 14-15 year olds, fewer Hispanic than White and fewer White than Black 16-18 year olds, * more Black than White or Hispanic females, more White than Black and more Black than Hispanic males, more female than male Blacks and Hispanics, fewer female than male Whites



Chi square 28 80284 with 18 degrees of freedom Significance 0508*

...manages class well mentioned by • fewer Hispanic than Black or White 14-15 year olds, more White than Black or Hispanic 16-18 year olds, * more White than Black or Hispanic females, more Black than White or Hispanic males



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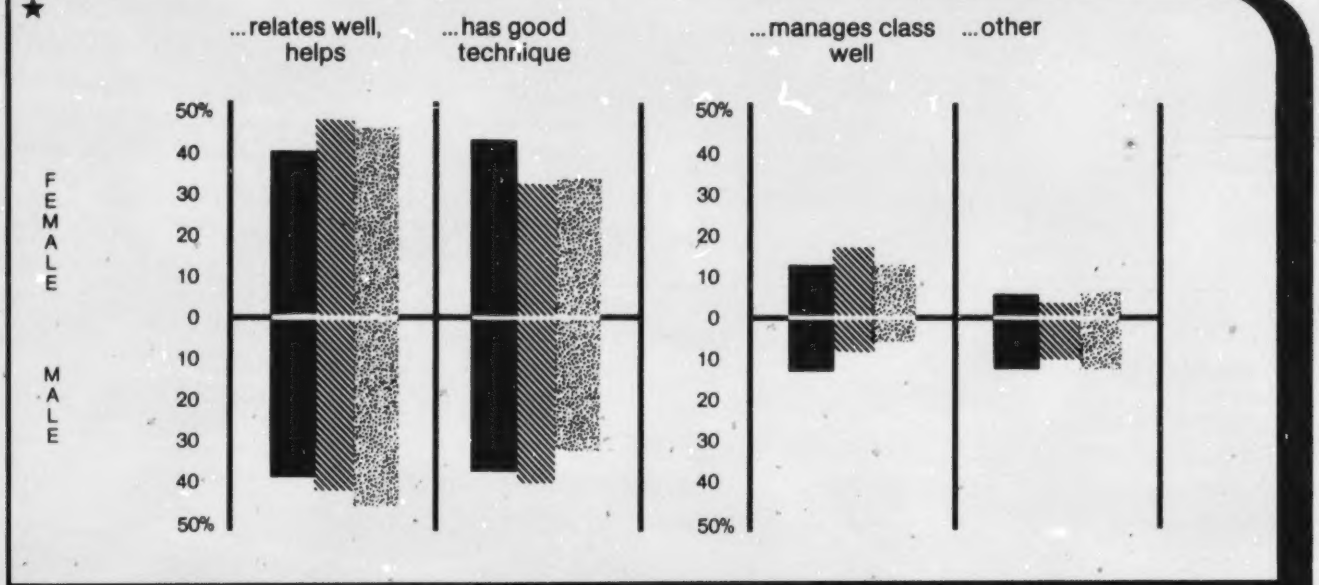
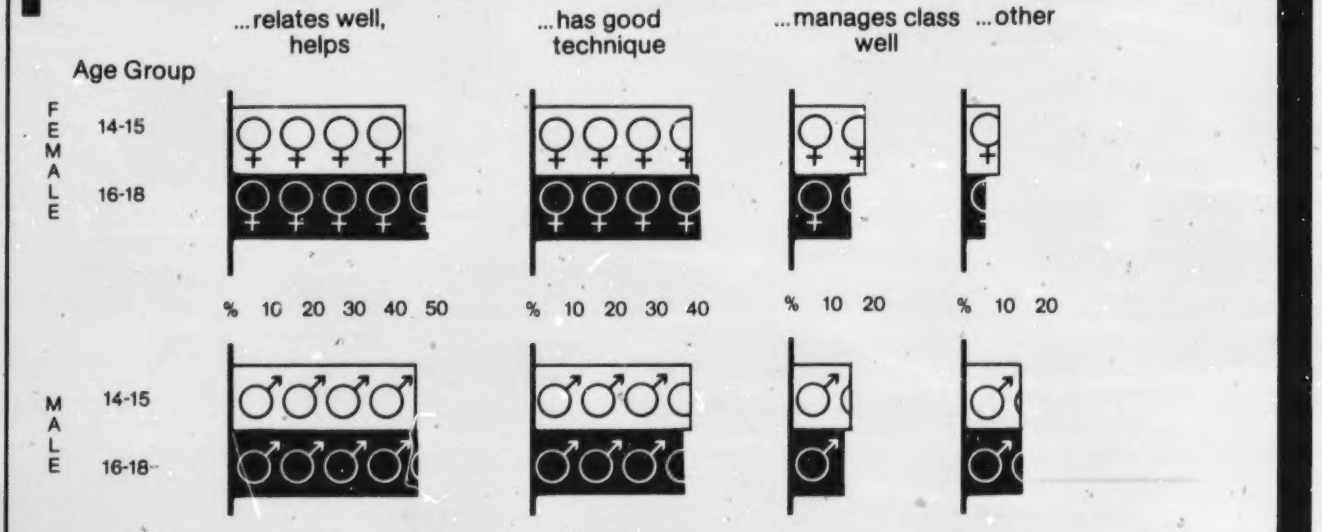


Chi square 37 78986 with 18 degrees of freedom Significance 0041

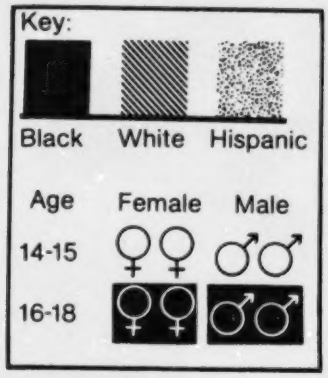
■



15

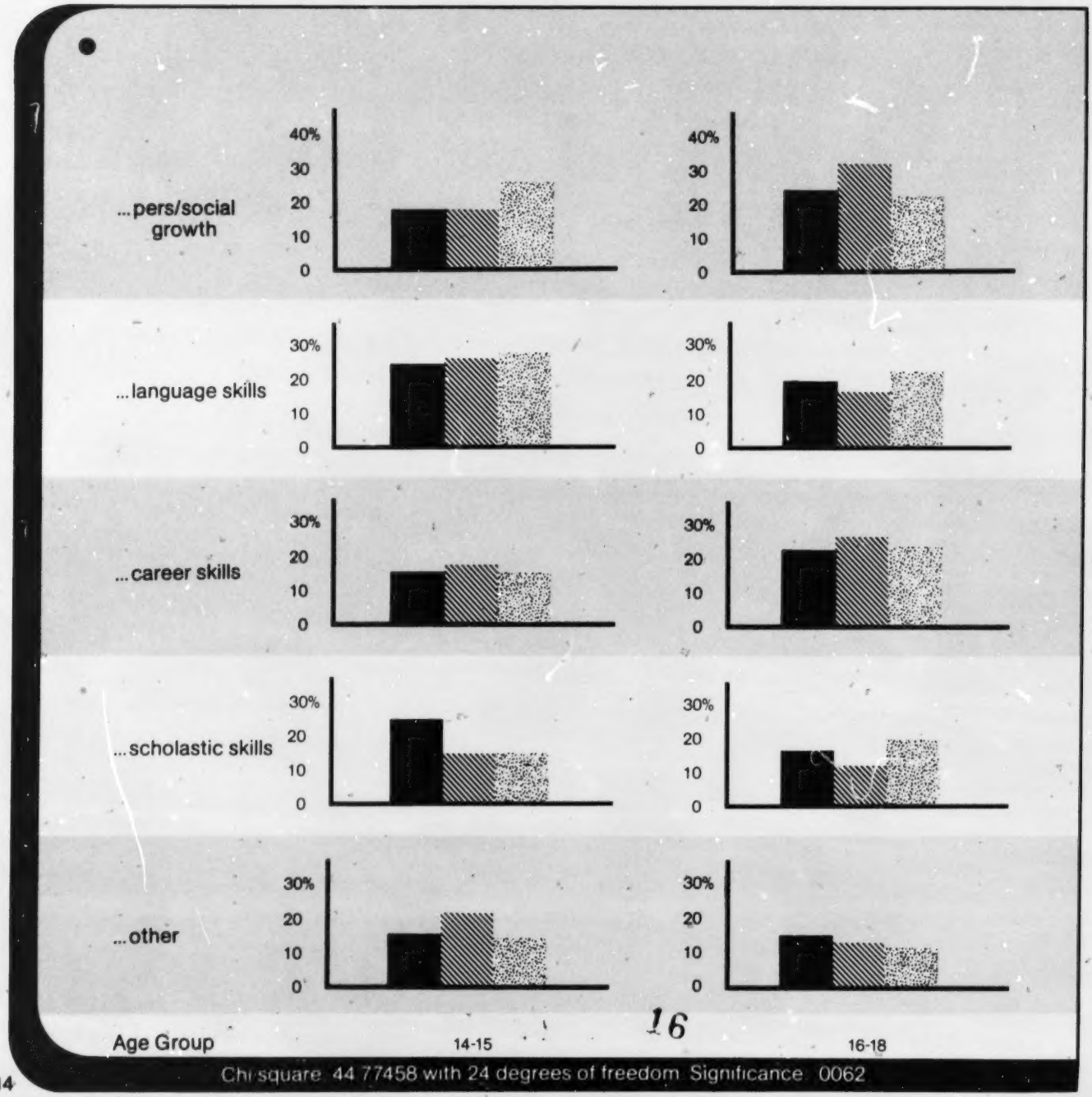
;Chi square 22 86505 with 9 degrees of freedom Significance 0065

The most useful things I learned in school...



...personal, social growth mentioned by • more Hispanic than Black or White 14-15 year olds, more White than Black or Hispanic 16-18 year olds, ⋆ more females than males, more White than Hispanic and more Hispanic than Black females, fewer White than Black or Hispanic males, ▪ more 16-18 than 14-15 year old males

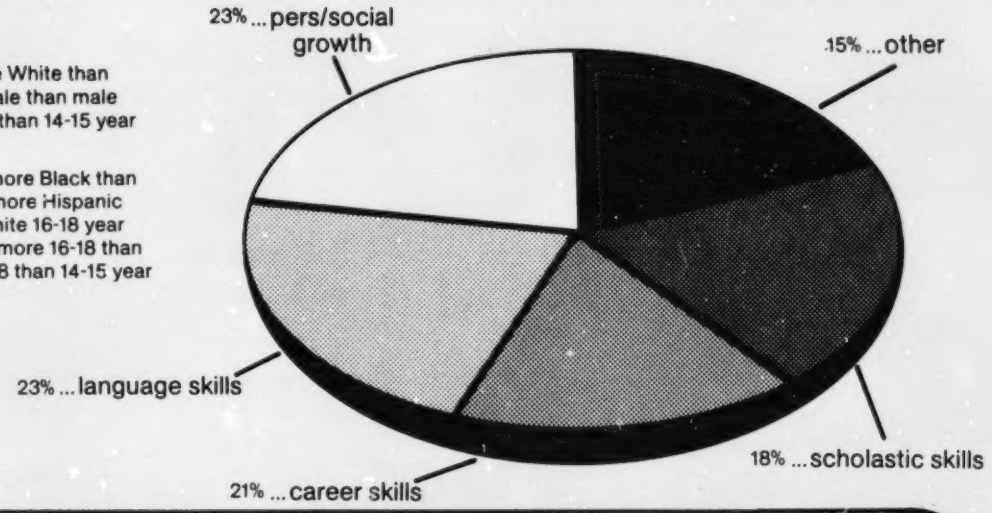
...language skills mentioned by • more Hispanic than White and more White than Black 14-15 year olds, more Hispanic than Black and more Black than White 16-18 year olds, ⋆ more Black than Hispanic and more Hispanic than White females, more Hispanic than White and more White than Black males, more male than female Whites and Hispanics, more female than male Blacks, ▪ fewer 16-18 than 14-15 year olds, fewer female than male 14-15 year olds



Chi-square 44 77458 with 24 degrees of freedom Significance 0062

... *career skills* mentioned by * more White than Black or Hispanic males, more female than male Blacks and Hispanics, ▪ more 16-18 than 14-15 year olds

... *scholastic skills* mentioned by • more Black than White or Hispanic 14-15 year olds, more Hispanic than Black and more Black than White 16-18 year olds, * more males than females, ▪ more 16-18 than 14-15 year old Hispanics, fewer 16-18 than 14-15 year old Blacks and Whites



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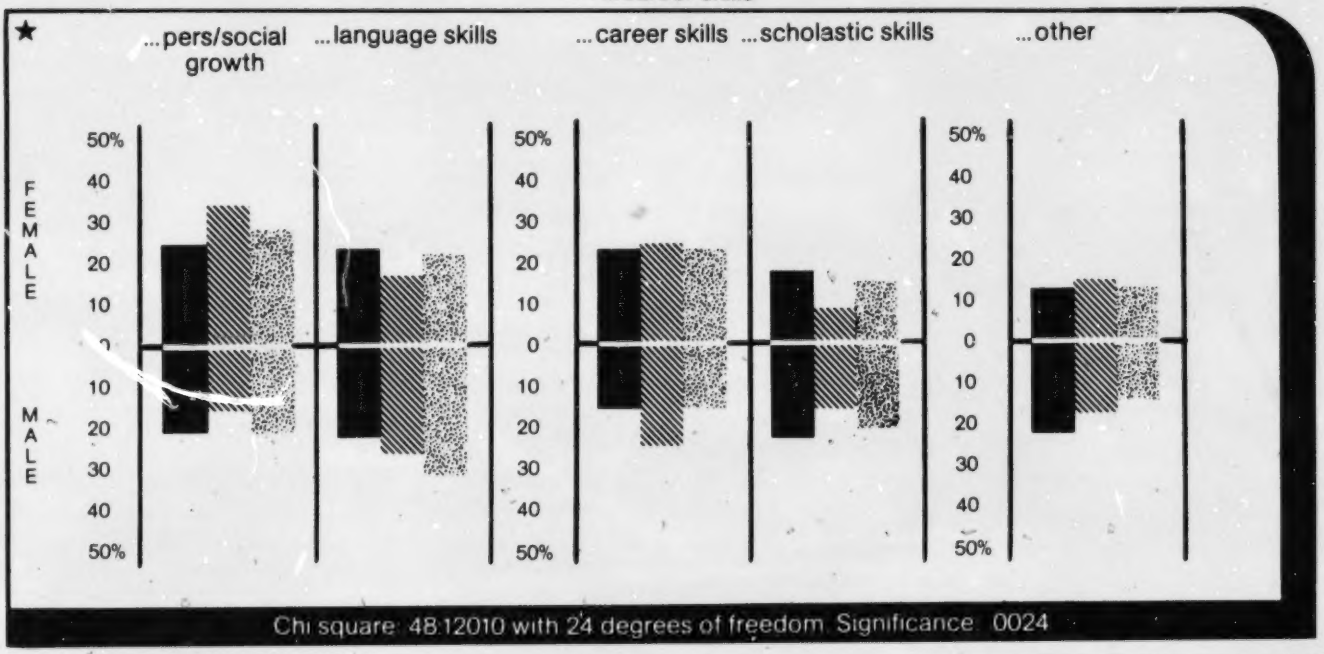
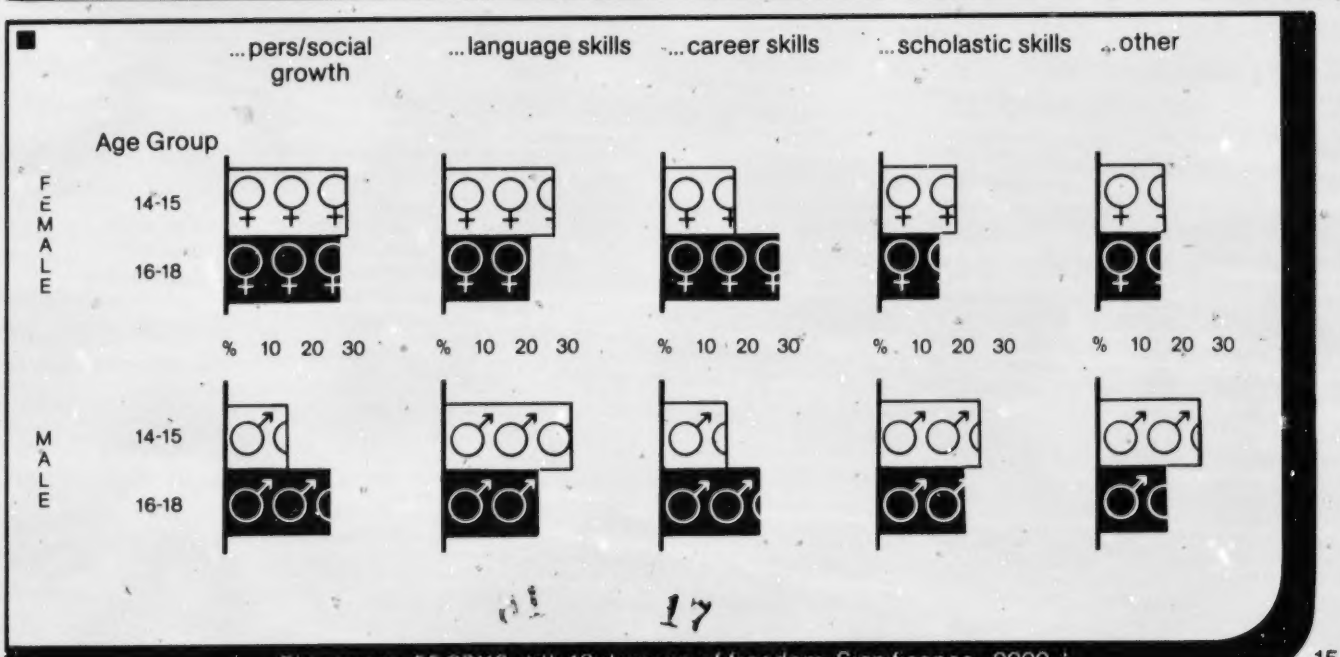


Chi square: 48.12010 with 24 degrees of freedom Significance: .0024

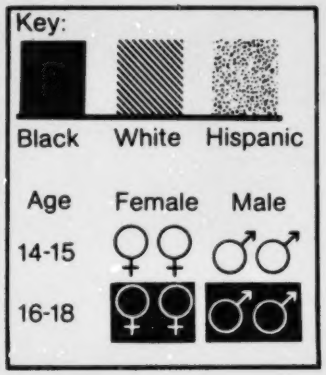
■



Chi square: 55.30119 with 12 degrees of freedom Significance: .0000

17

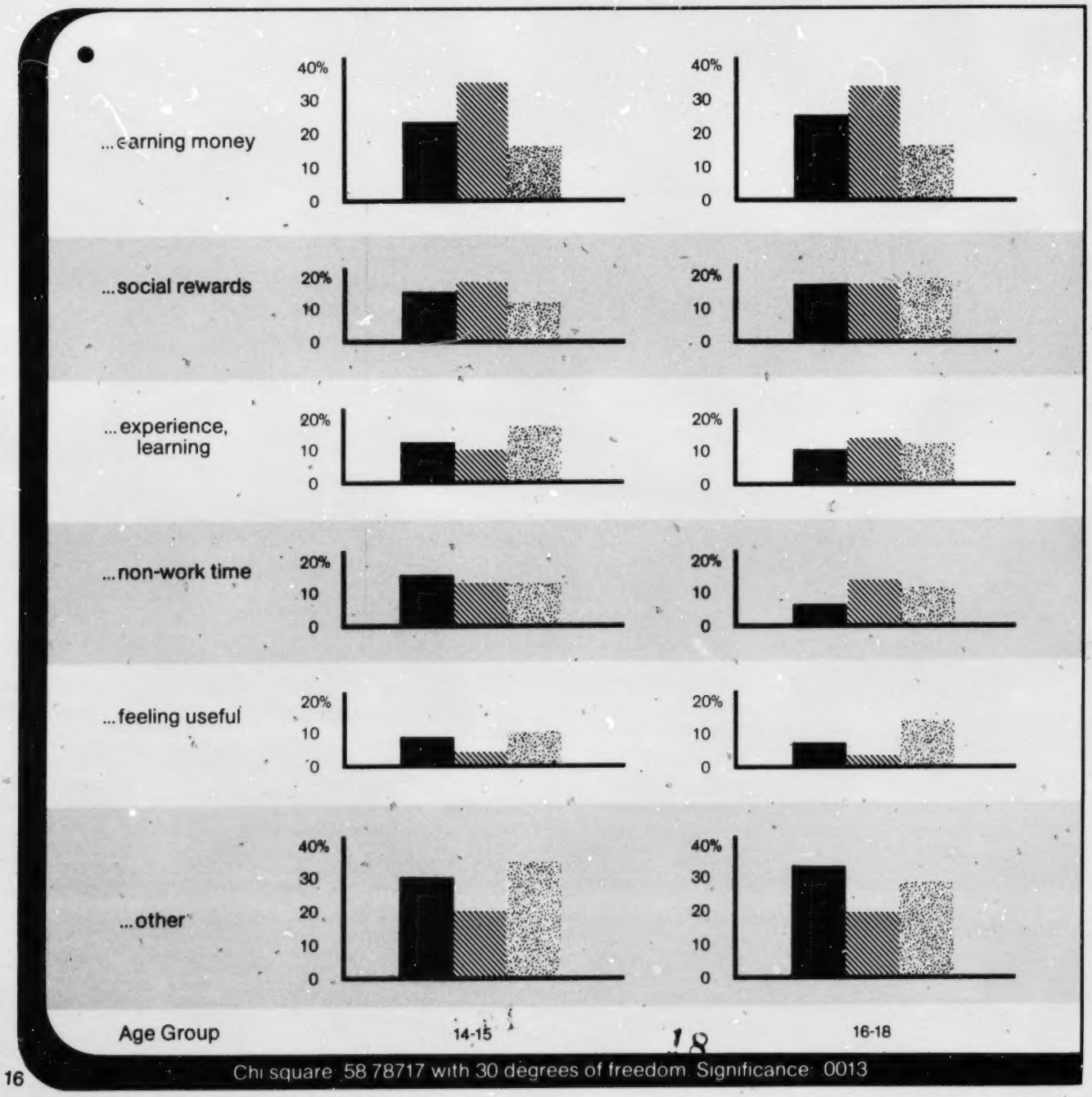
The most worth-while part of work...



... *earning money* mentioned by • more Whites than Blacks and more Blacks than Hispanics, ⋆ more males than females, more 16-18 than 14-15 year old males

... *social rewards* mentioned by • more White than Black and more Black than Hispanic 14-15 year olds, ⋆ more White than Black or Hispanic females, fewer White than Black or Hispanic males, more females than males, ▪ more 16-18 than 14-15 year old males

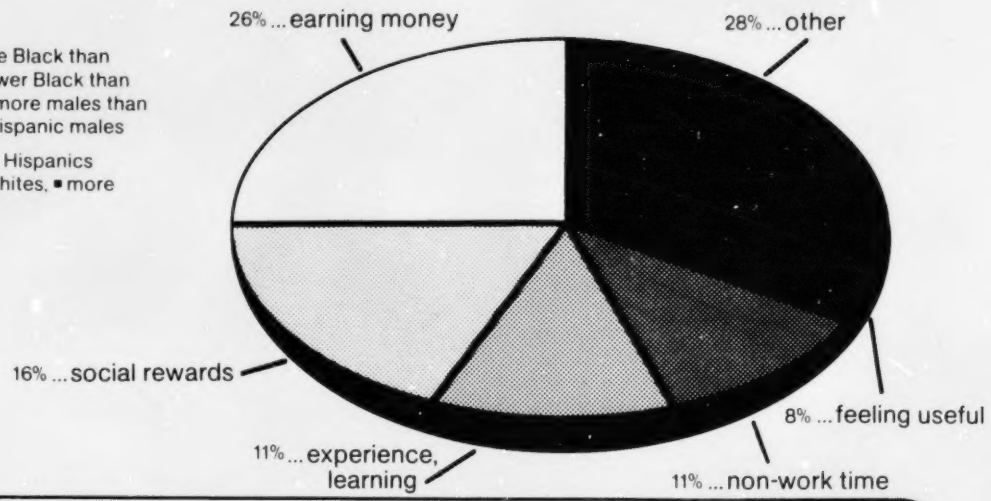
... *experience, learning* mentioned by • more Hispanic than Black or White 14-15 year olds, ⋆ more Hispanic than Black or White males, more female than male Blacks and Whites, ▪ more female than male 16-18 year olds, fewer 16-18 than 14-15 year old males



Chi square 58 78717 with 30 degrees of freedom. Significance .0013

... *non-work time* mentioned by • more Black than White or Hispanic 14-15 year olds, fewer Black than White or Hispanic 16-18 year olds, * more males than females, more White than Black or Hispanic males

... *feeling useful* mentioned by • more Hispanics than Blacks and more Blacks than Whites, ▪ more male than female 16-18 year olds



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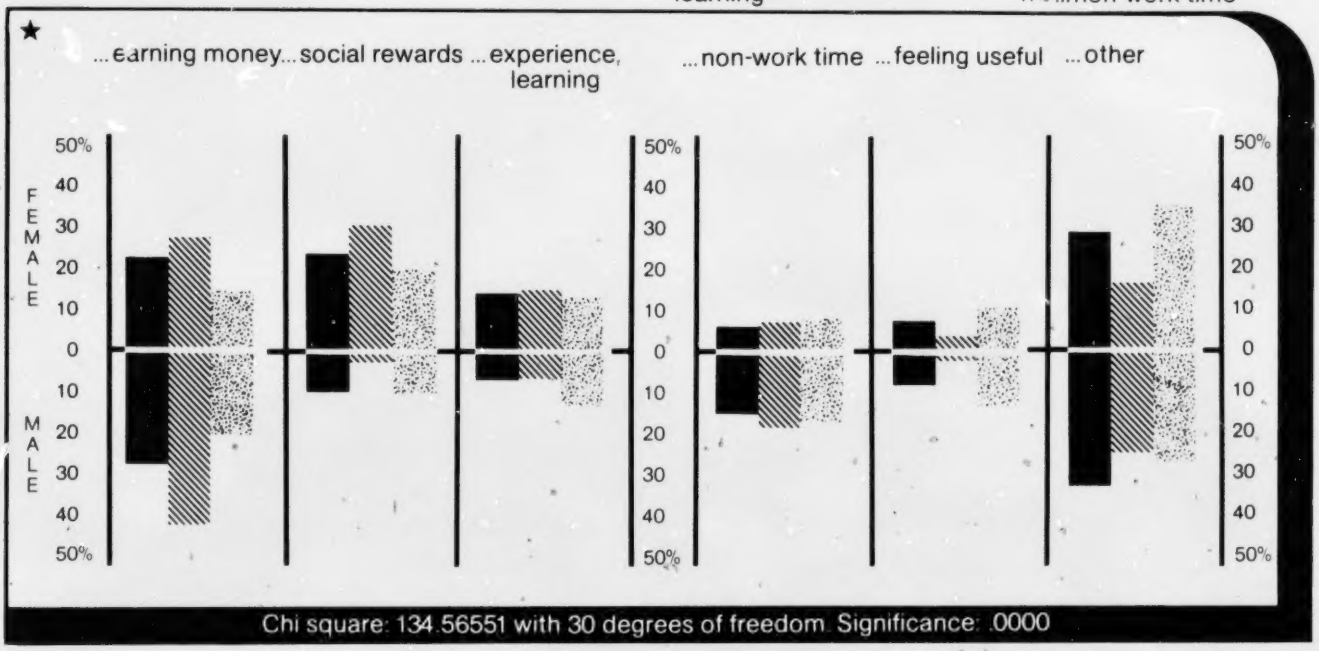
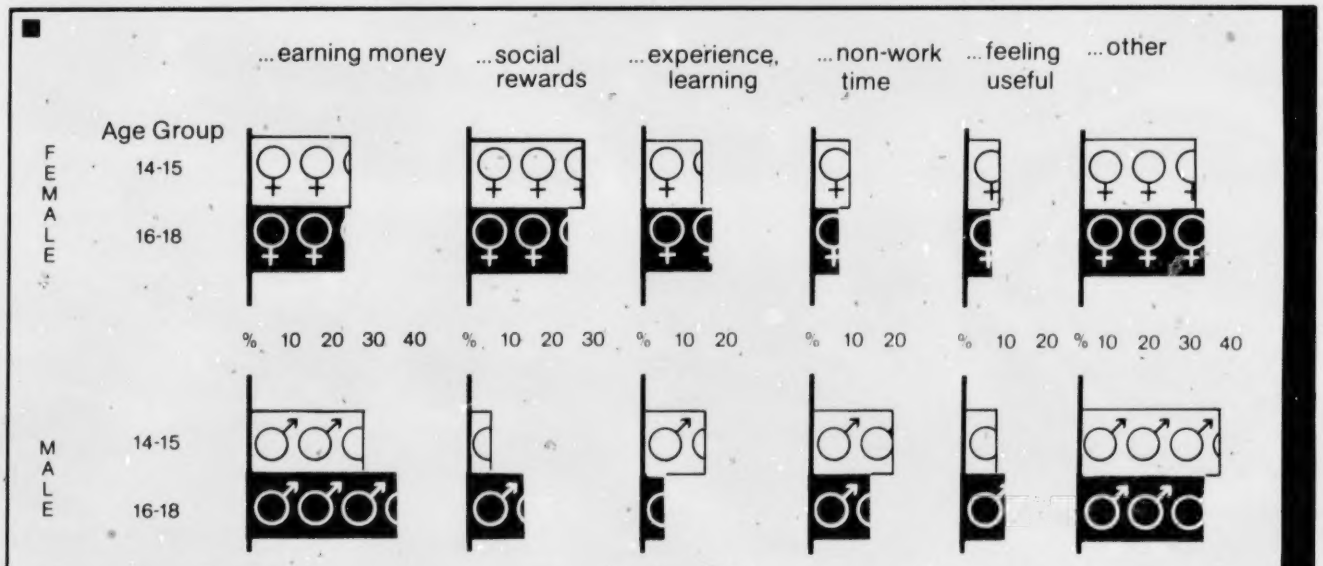


Chi square: 134.56551 with 30 degrees of freedom. Significance: .0000

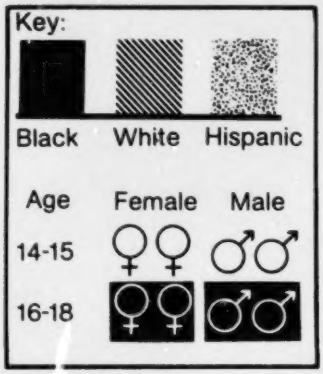
■



19

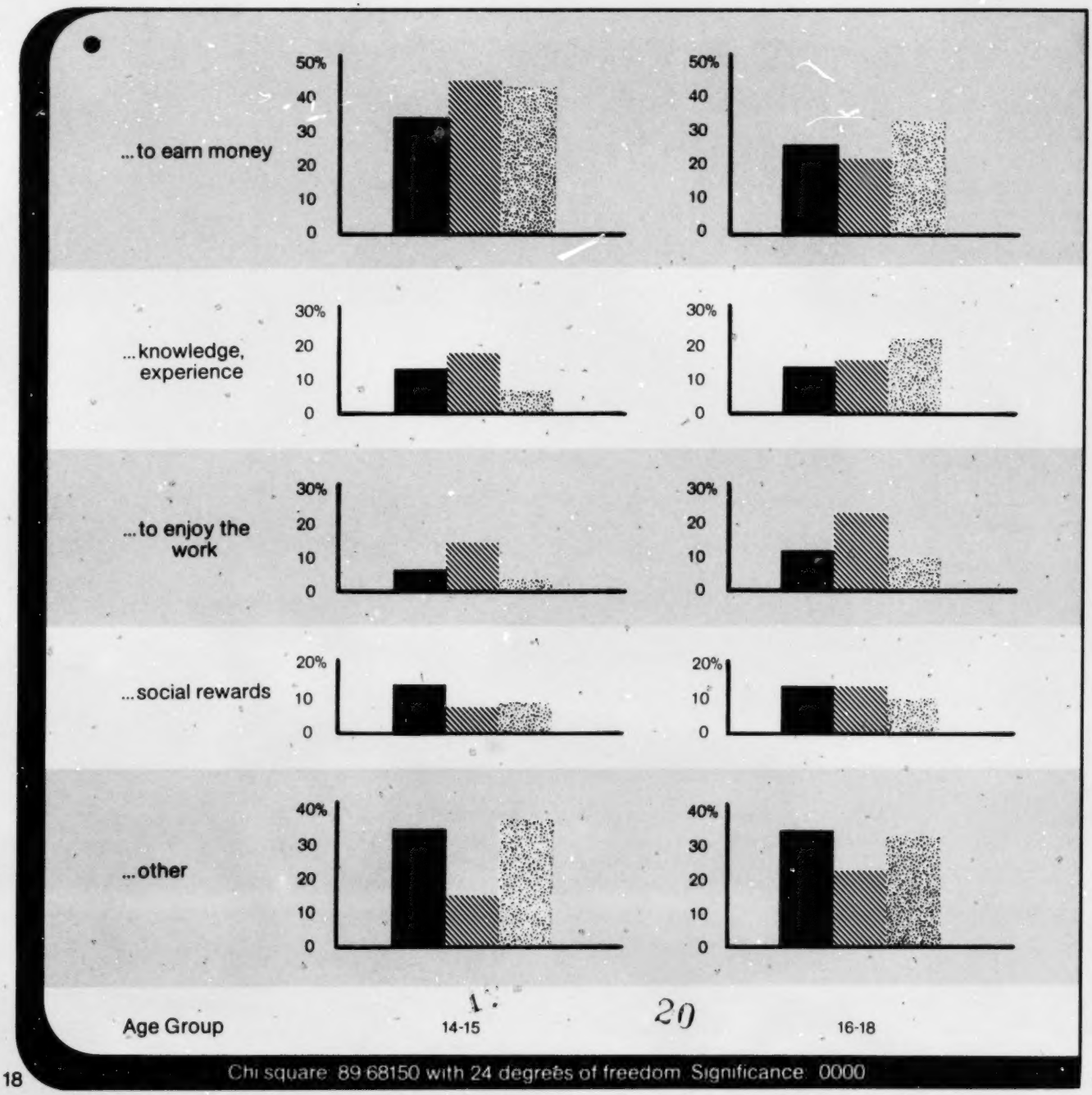
Chi square: 110.52621 with 15 degrees of freedom. Significance: .0000

From a job I want...



... to earn money mentioned by • fewer Black than White or Hispanic 14-15 year olds, fewer White than Black and fewer Black than Hispanic 16-18 year olds, ⋆ more Hispanic than Black or White females, fewer Black than White or Hispanic males, more males than females, ▪ fewer 16-18 than 14-15 year olds

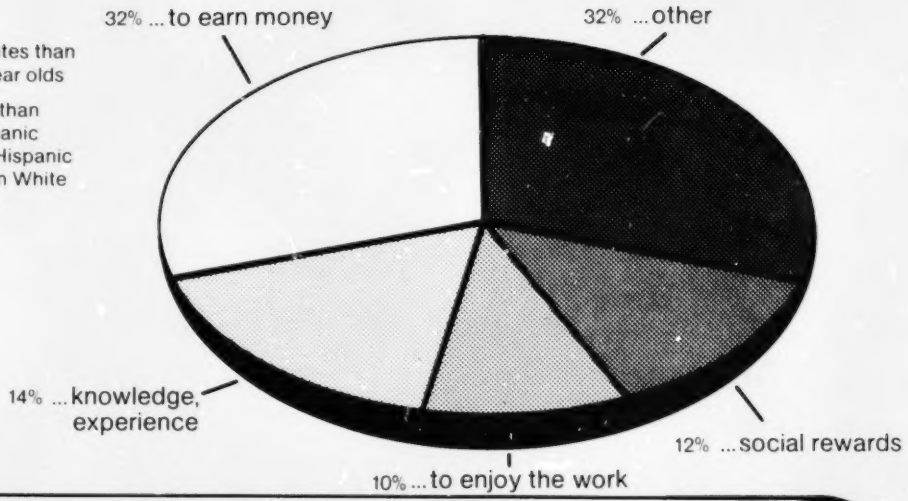
... knowledge, experience mentioned by • more White than Black and more Black than Hispanic 14-15 year olds, more Hispanic than Black or White 16-18 year olds, more 16-18 than 14-15 year old Hispanics, ⋆ more White than Black or Hispanic females, more females than males



Chi square 89.68150 with 24 degrees of freedom Significance .0000

... *to enjoy the work* mentioned by • more Whites than Blacks or Hispanics, more 16-18 than 14-15 year olds

... *social rewards* mentioned by • more Black than White or Hispanic 14-15 year olds, fewer Hispanic than Black or White 16-18 year olds, • fewer Hispanic than Black or White females, more Black than White or Hispanic males, more females than males



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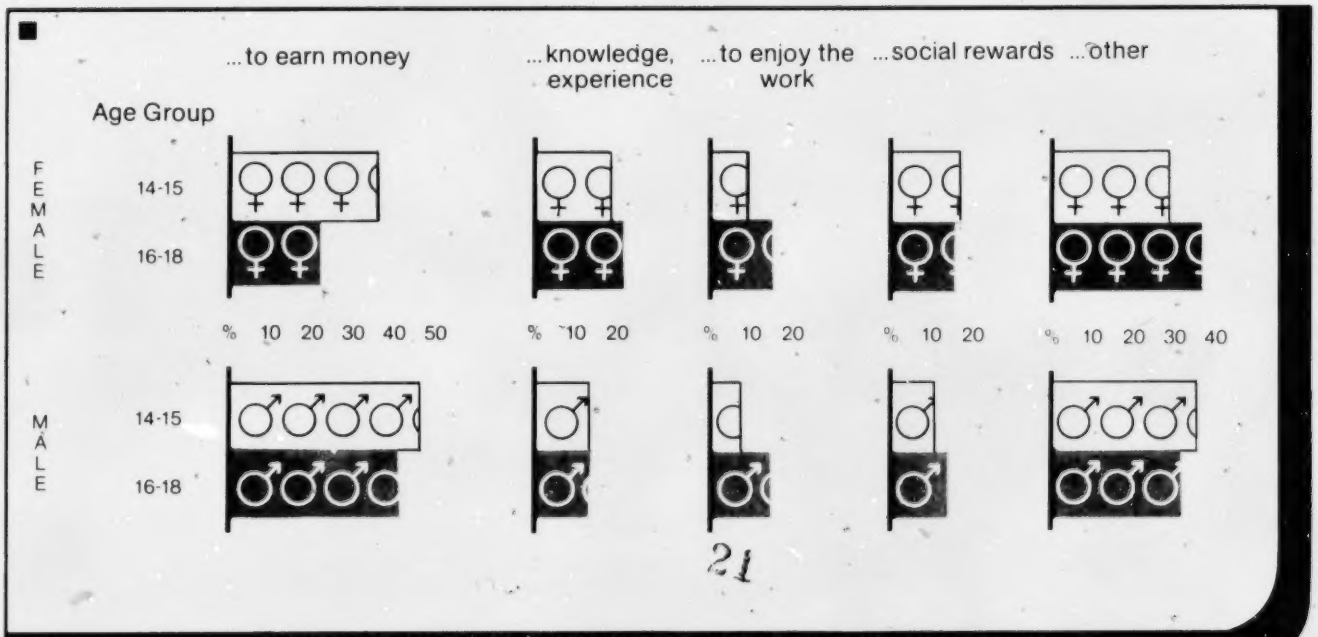
Chi square: 91.65524 with 24 degrees of freedom. Significance: .0000

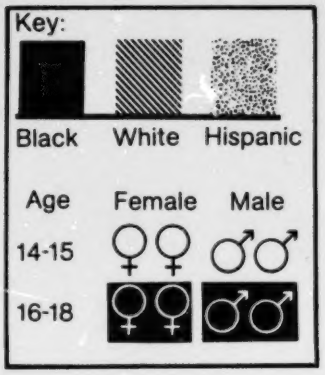
■



21

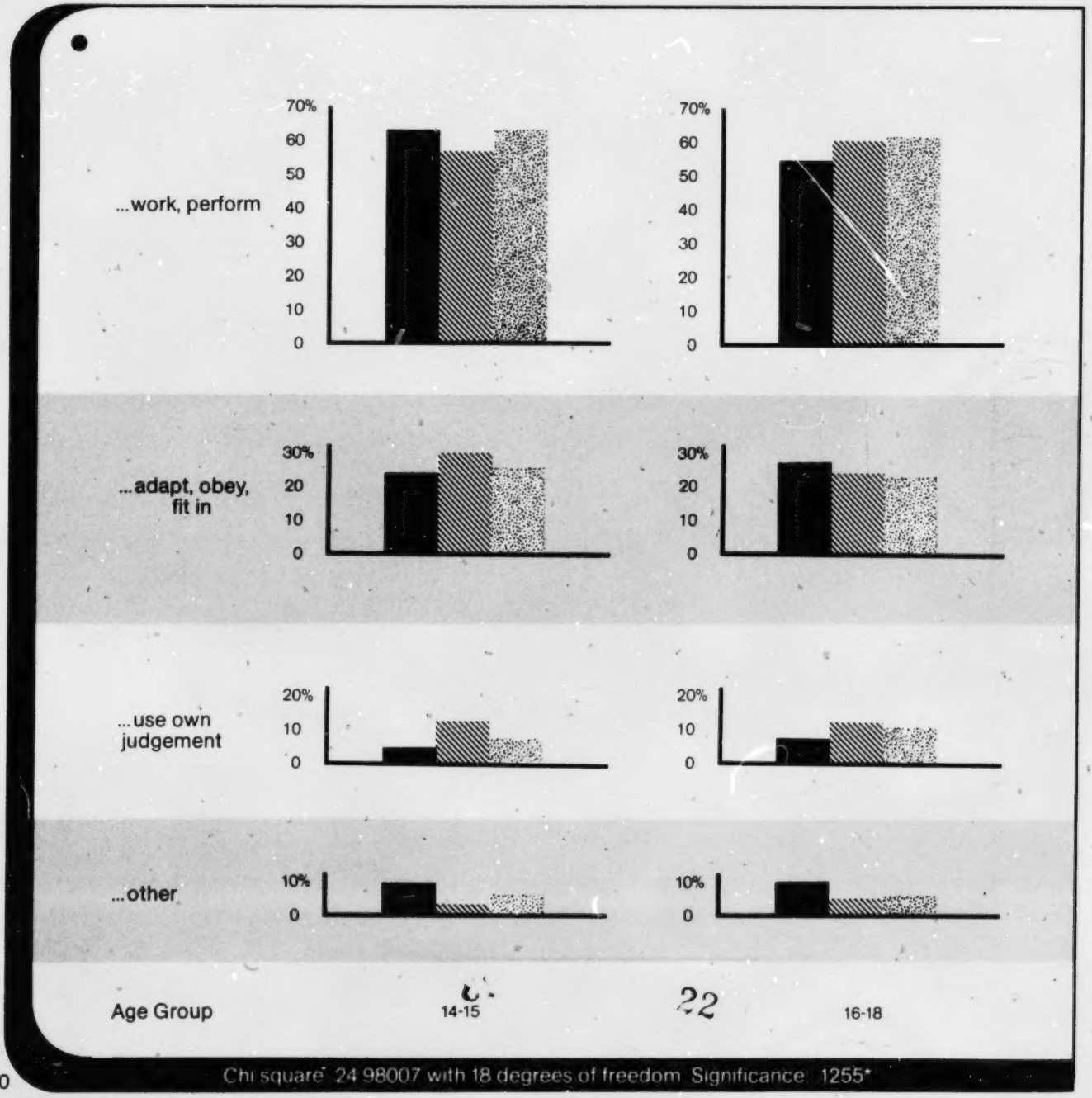
Chi square: 68.62410 with 12 degrees of freedom. Significance: .0000

On a job bosses want me to ...



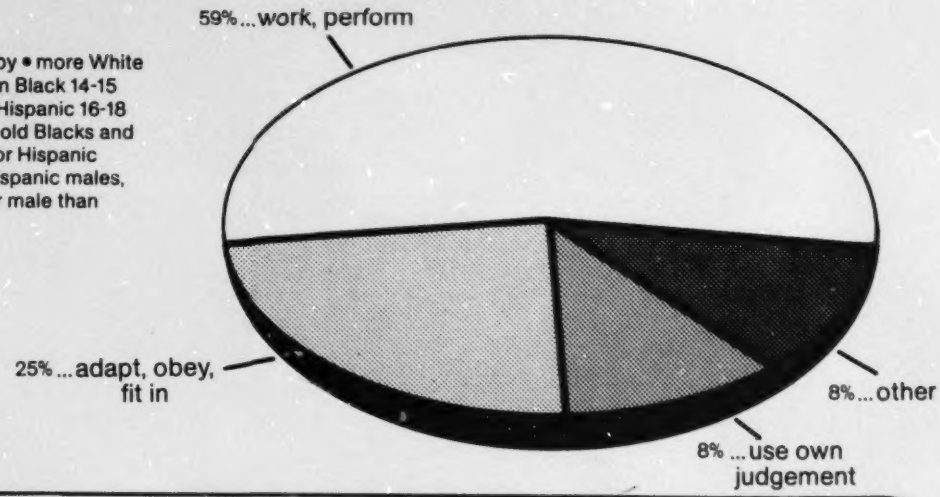
... *work, perform* mentioned by • fewer White than Black or Hispanic 14-15 year olds, fewer Black than White or Hispanic 16-18 year olds, fewer 16-18 than 14-15 year old Blacks, ⋆ more males than females, more Hispanic than Black or White males, ▪ fewer 16-18 than 14-15 year old males

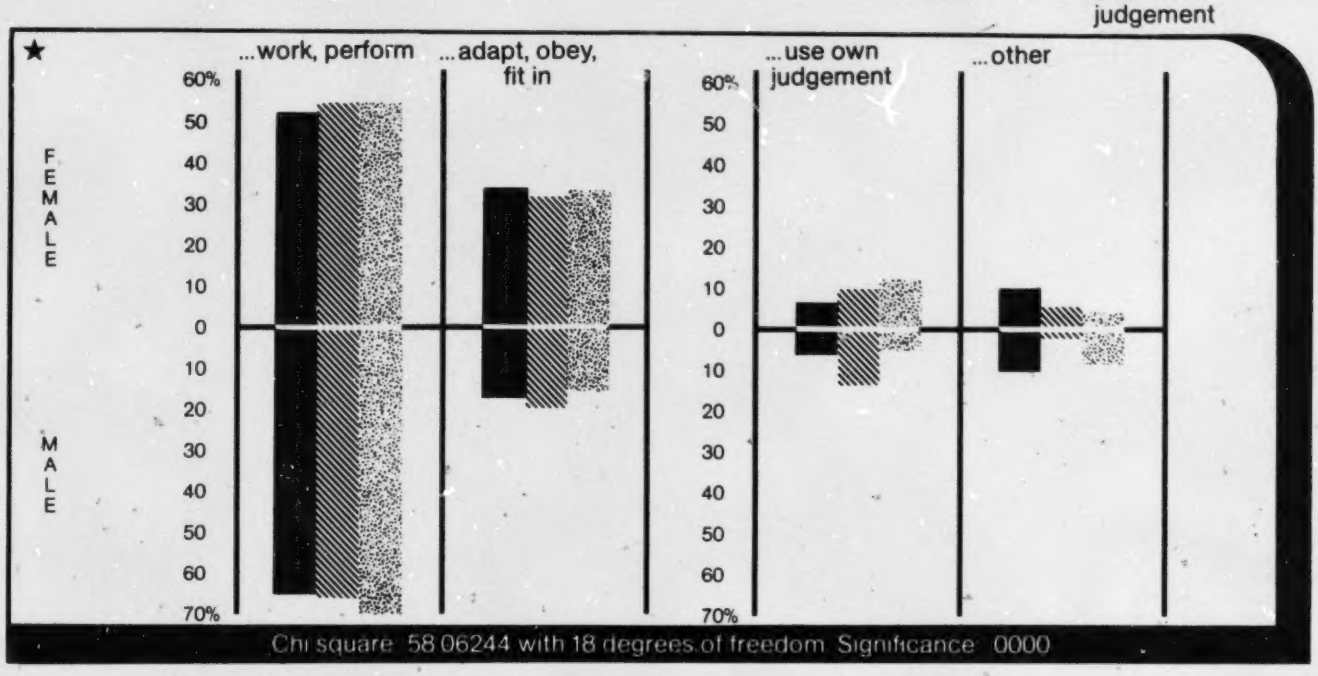
... *adapt, obey, fit in* mentioned by • more White than Black or Hispanic 14-15 year olds, more Black than White or Hispanic 16-18 year olds, ⋆ more females than males, more White than Black and more Black than Hispanic males, ▪ fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males

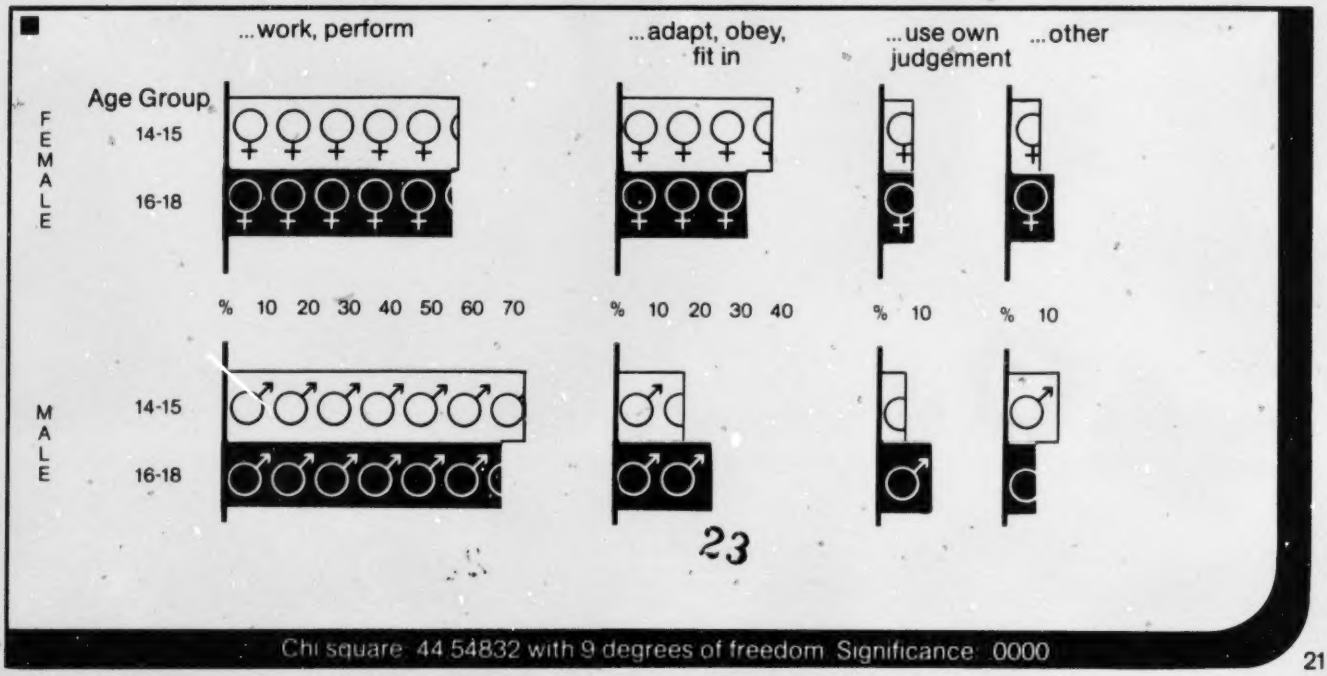


Chi square 24 98007 with 18 degrees of freedom Significance 1255*

... *use my own judgement* mentioned by • more White than Hispanic and more Hispanic than Black 14-15 year olds, fewer Black than White or Hispanic 16-18 year olds, more 16-18 than 14-15 year old Blacks and Hispanics, ★ fewer Black than White or Hispanic females, more White than Black or Hispanic males, more male than female Whites, fewer male than female Hispanics

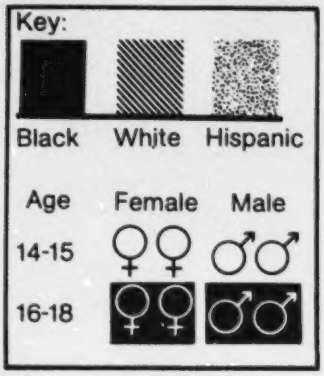






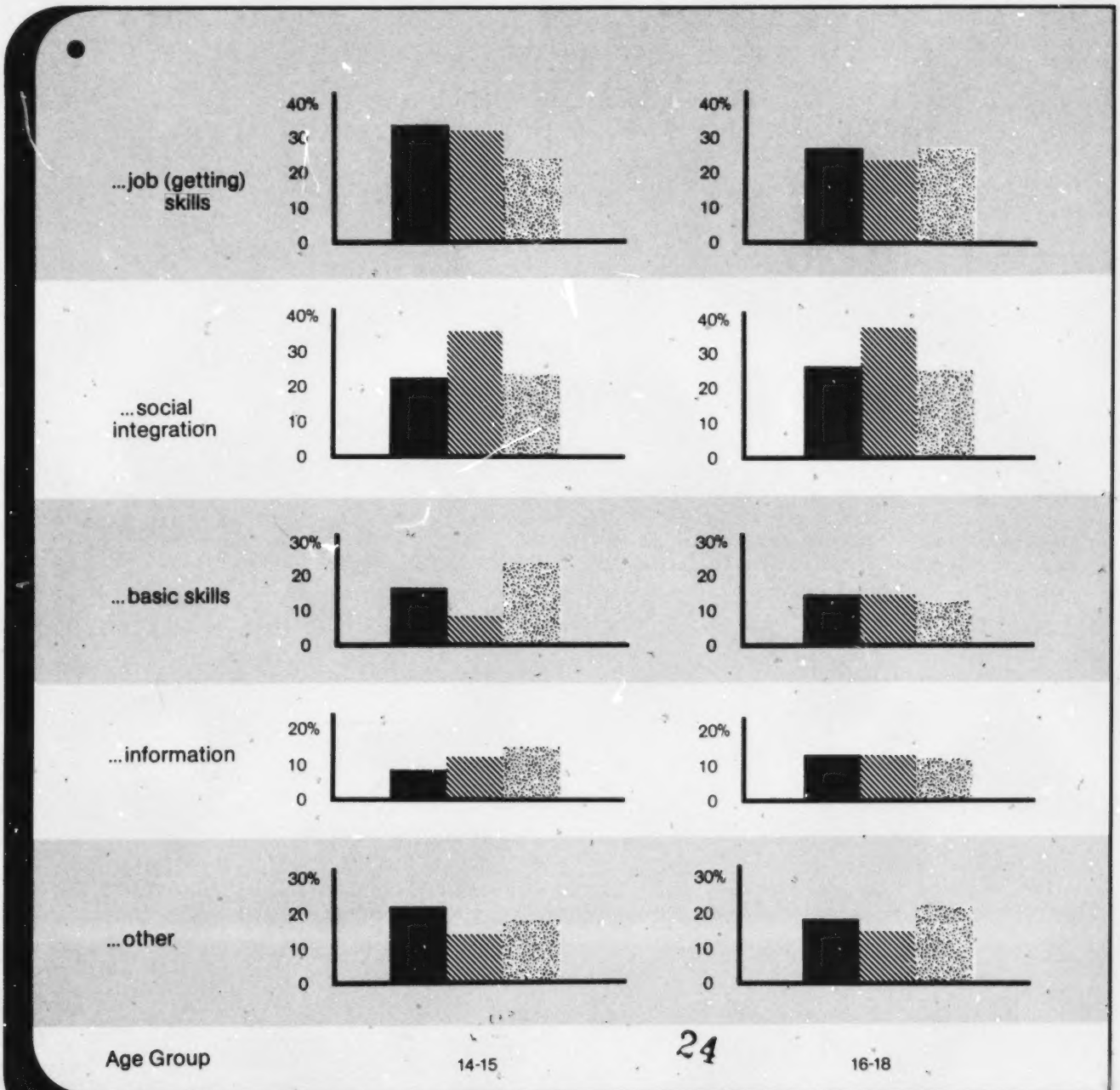
23

School prepares me for work by teaching...



...*job (getting) skills* mentioned by • fewer Hispanic than Black or White 14-15 year olds, fewer White than Black or Hispanic 16-18 year olds, ⋆ fewer Hispanic than Black or White females, more Black than Hispanic and more Hispanic than White males, more female than male Whites, ▪ more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males, more male than female 14-15 year olds, fewer male than female 16-18 year olds

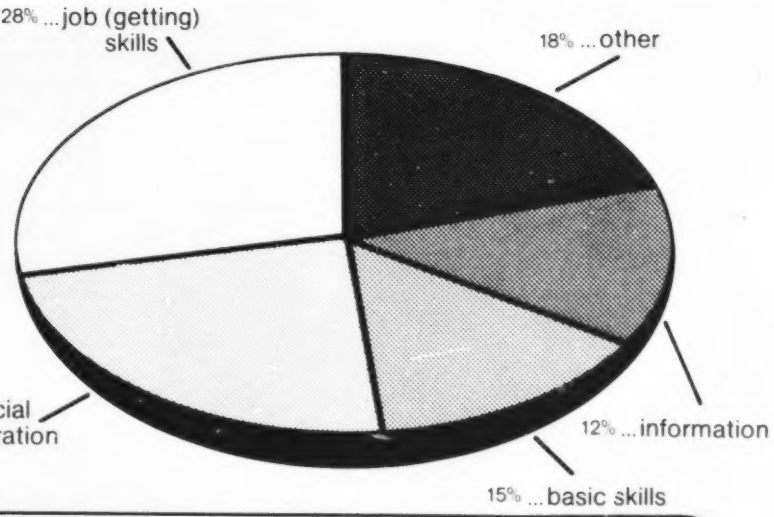
...*social intergation* mentioned by • more Whites than Blacks or Hispanics, ⋆ more females than males, ▪ more 16-18 than 14-15 year olds



Chi square 36.68275 with 24 degrees of freedom Significance 0471

...*basic skills* mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, ▪ more males than females, fewer White than Black or Hispanic females, fewer White than Black and fewer Black than Hispanic males, ▪ fewer 16-18 than 14-15 year old Blacks and Hispanics, more 16-18 than 14-15 year old Whites

...*information* mentioned by • more Hispanic than White and more White than Black 14-15 year olds, more Hispanic than Black or White 16-18 year olds, ▪ fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males



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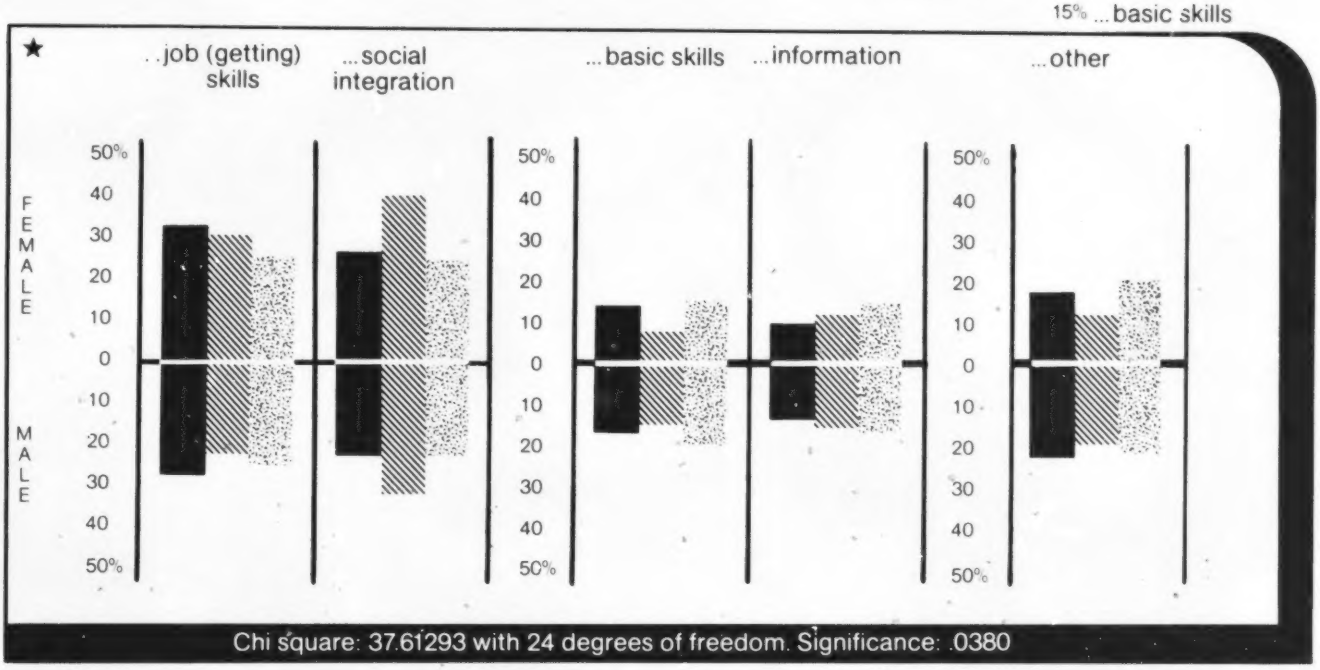
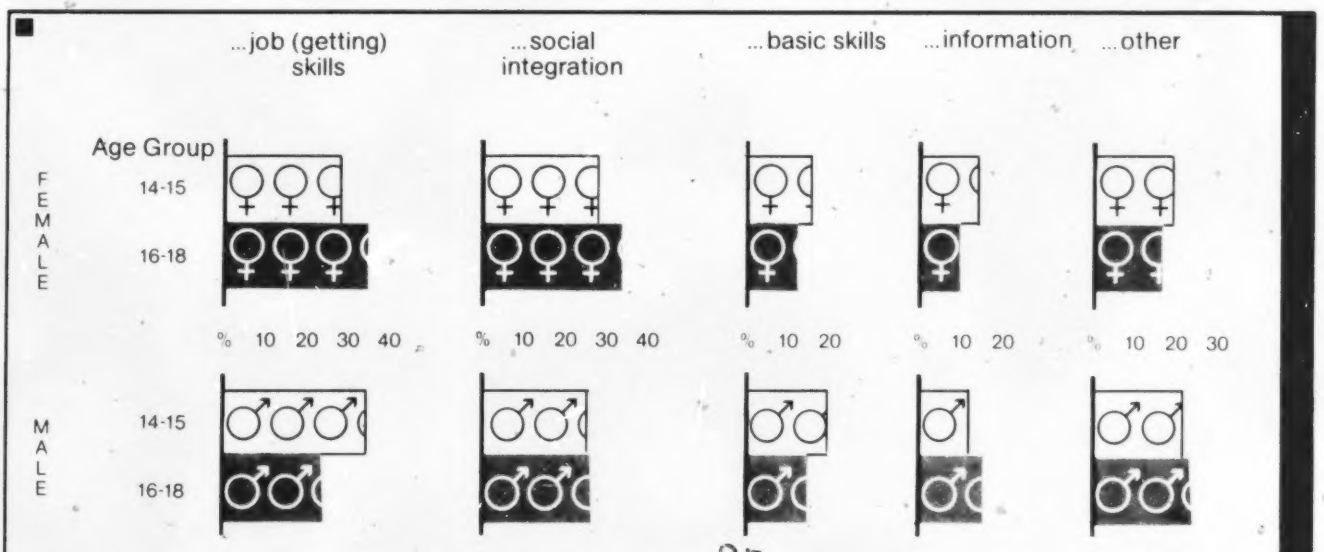


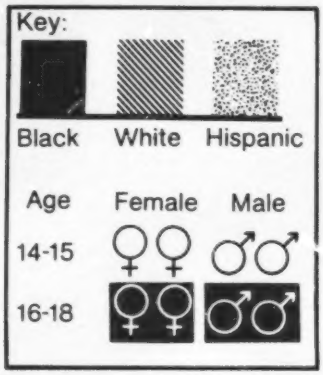
Chi square: 37.61293 with 24 degrees of freedom. Significance: .0380

■



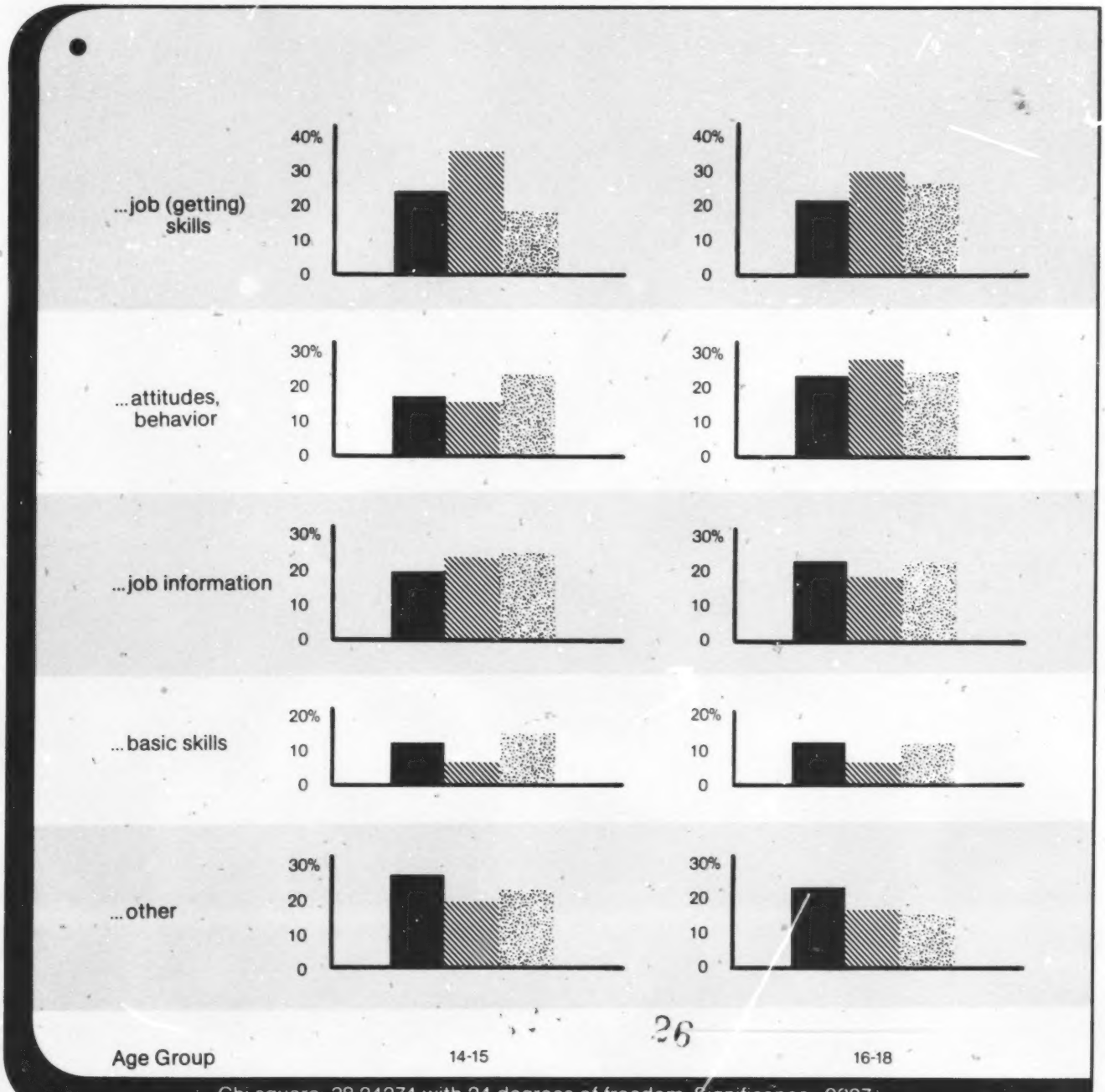
Chi square: 24.49725 with 12 degrees of freedom. Significance: .0174

To learn how to get a job I need to know...



...job (getting) skills mentioned by • more White than Black and more Black than Hispanic 14-15 year olds, more White than Hispanic and more Hispanic than Black 16-18 year olds, ⋆ fewer Hispanic than Black or White females, fewer Black than Hispanic and fewer Hispanic than White males, more female than male Blacks, fewer female than male Whites

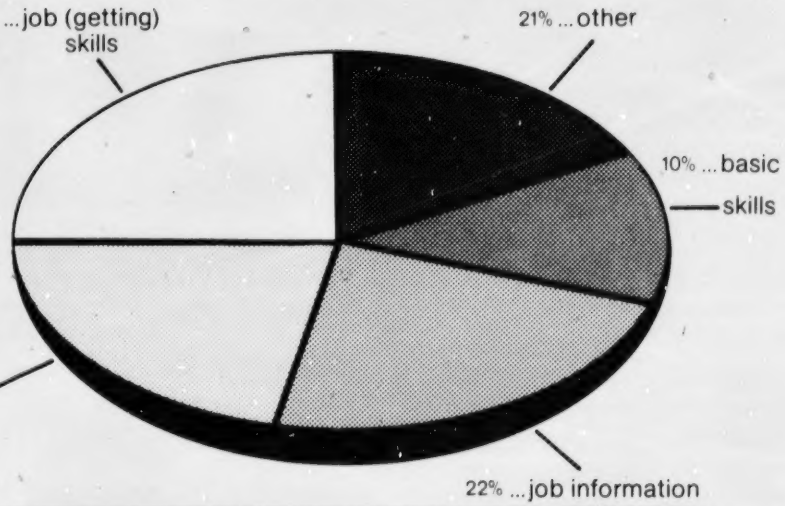
...attitudes, behavior mentioned by • more Hispanic than Black or White 14-15 year olds, more White than Black or Hispanic 16-18 year olds, ⋆ more White than Hispanic and more Hispanic than Black females, more Hispanic than Black and more Black than White males, more females than males, ▪ more 16-18 than 14-15 year olds



Chi square: 38.24274 with 24 degrees of freedom Significance: .0327

... *job information* mentioned by • more Hispanic than White and more White than Black 14-15 year olds, fewer White than Black or Hispanic 16-18 year olds, * more Hispanic than Black and more Black than White females, more White than Black and more Black than Hispanic males, more male than female Blacks and Whites, fewer male than female Hispanics

... *basic skills* mentioned by • fewer Whites than Blacks or Hispanics



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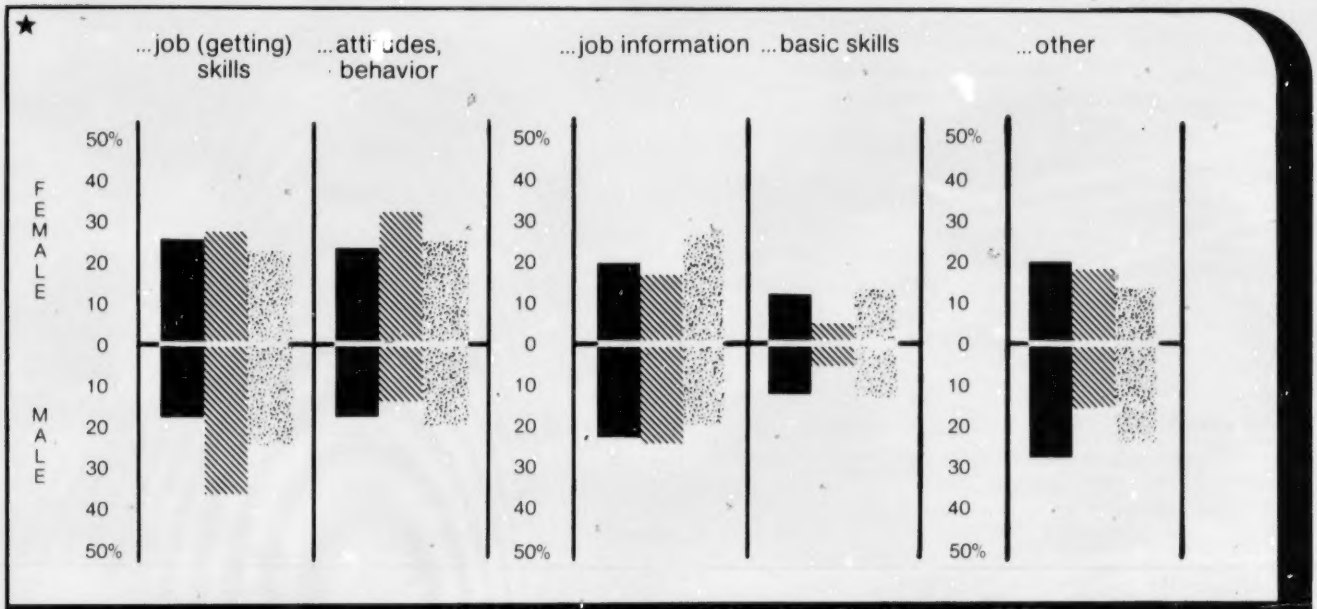
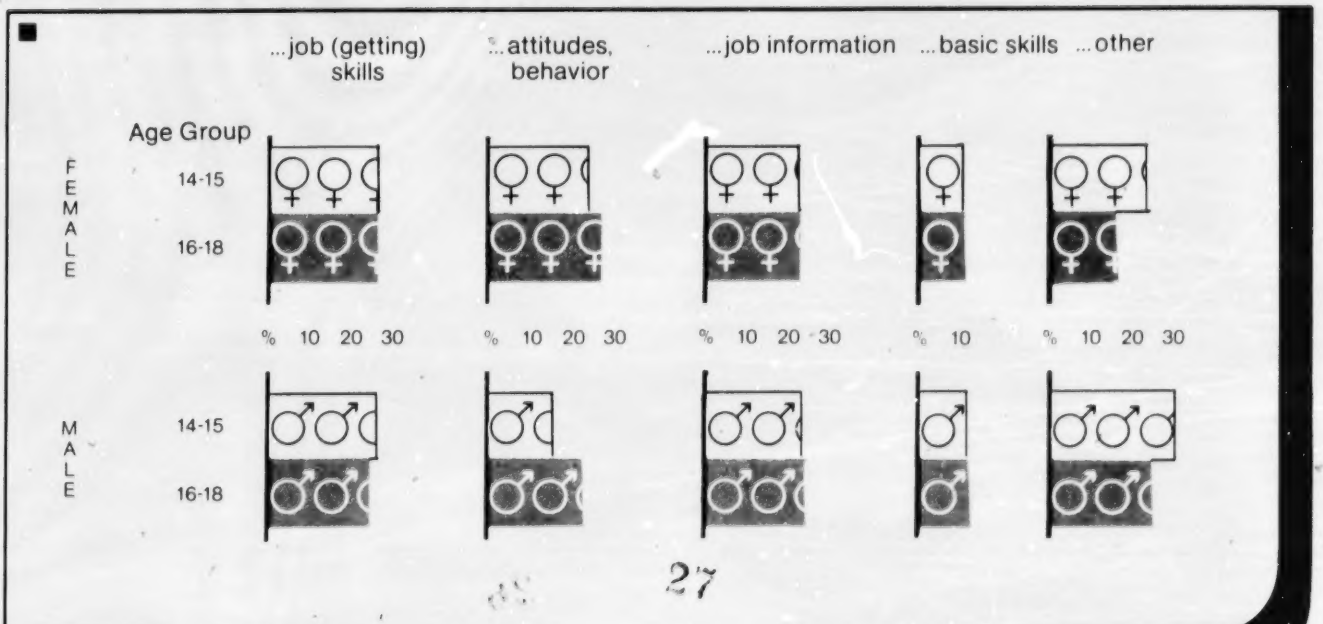


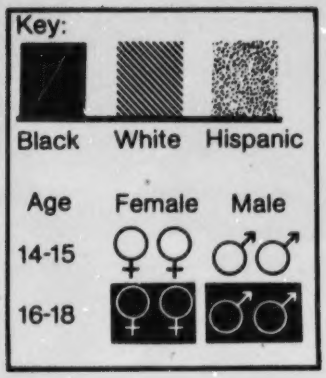
Chi square: 53.25813 with 24 degrees of freedom. Significance: .0005

■



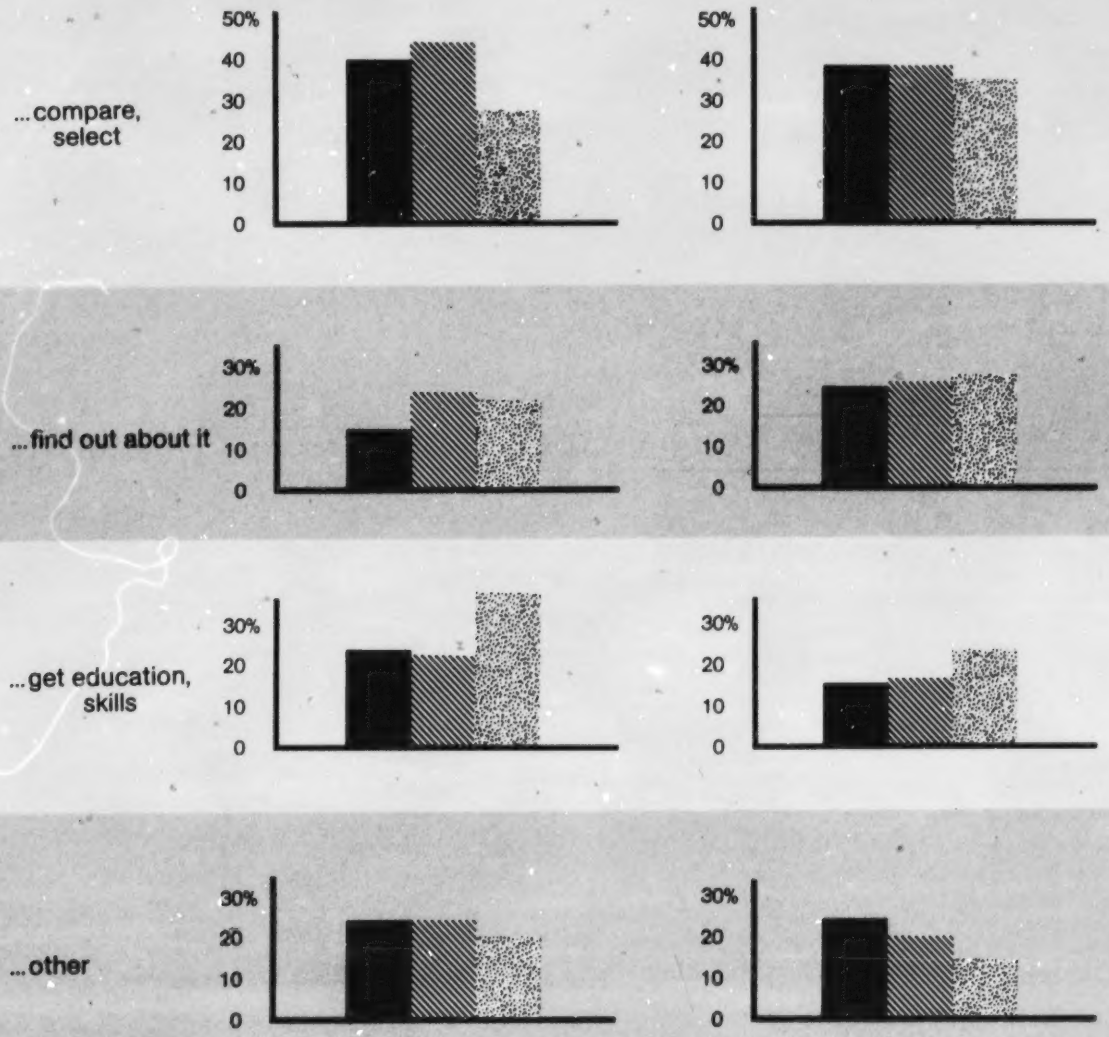
Chi square: 25.42679 with 12 degrees of freedom. Significance: .0129

Before I choose a career I want to...



... compare, select mentioned by • fewer Hispanics than Blacks or Whites, more 16-18 than 14-15 year old Hispanics, ⋆ more Black than White and more White than Hispanic females, more White than Black and more Black than Hispanic males, more female than male Blacks and Hispanics, fewer female than male Whites, ▪ more female than male 14-15 year olds, fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males

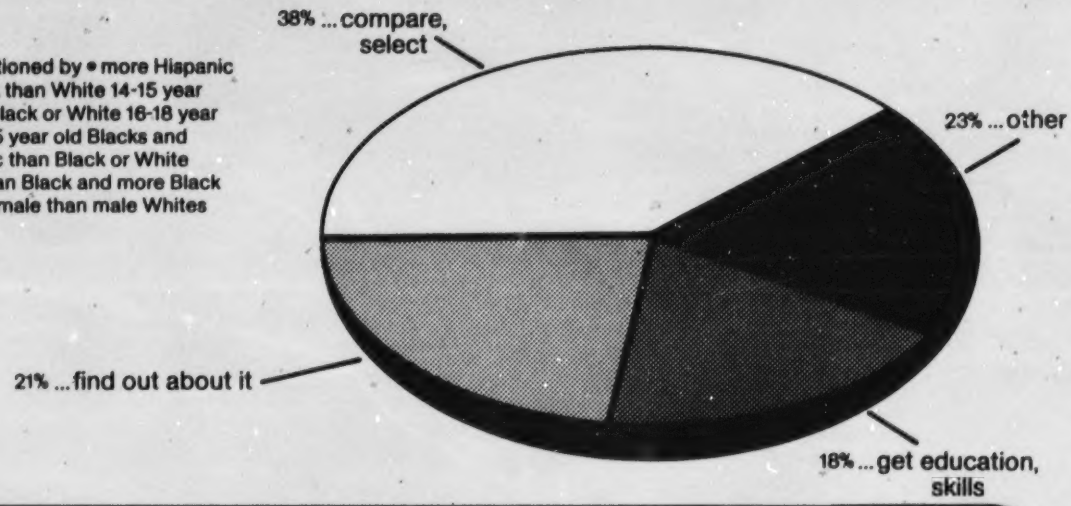
... find out about it mentioned by • fewer Black than White or Hispanic 14-15 year olds, more Hispanic than Black or White 16-18 year olds, ⋆ fewer Blacks than Whites or Hispanics, ▪ more 16-18 than 14-15 year olds, more male than female 16-18 year olds



Chi square 35 84581 with 18 degrees of freedom Significance 0074

28

...get education, skills mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, more Hispanic than Black or White 16-18 year olds, fewer 16-18 than 14-15 year old Blacks and Hispanics, * more Hispanic than Black or White females, more Hispanic than Black and more Black than White males, more female than male Whites



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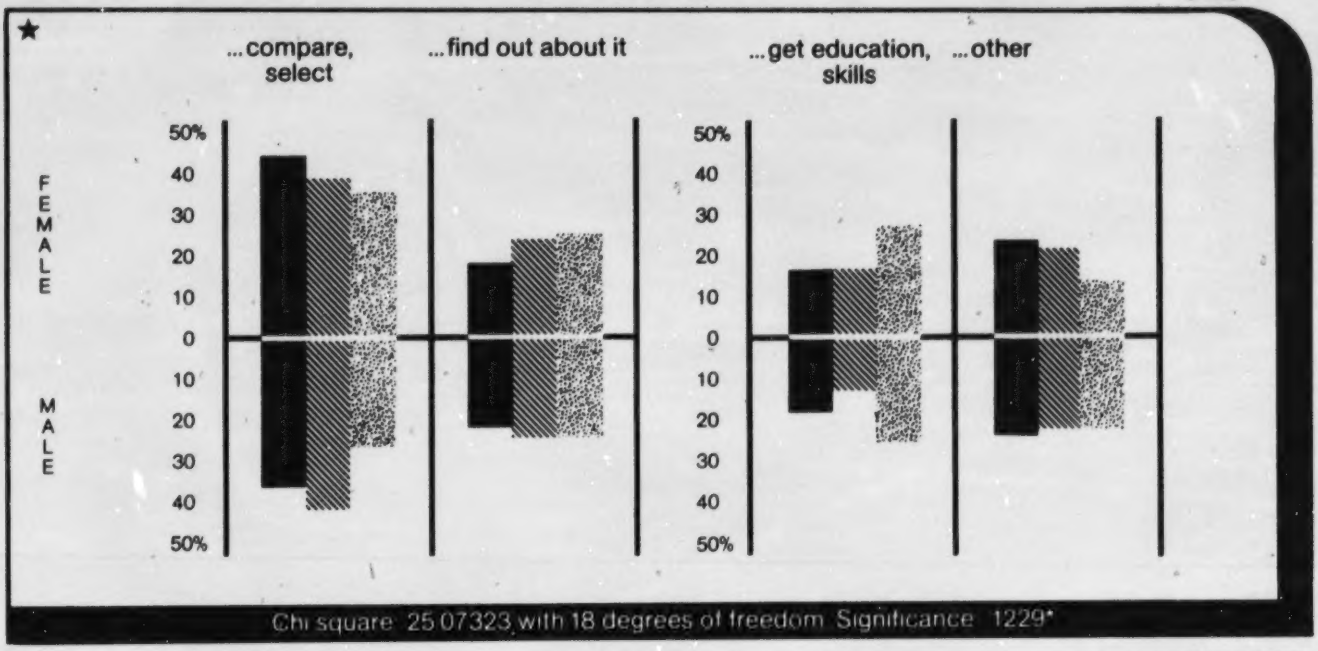
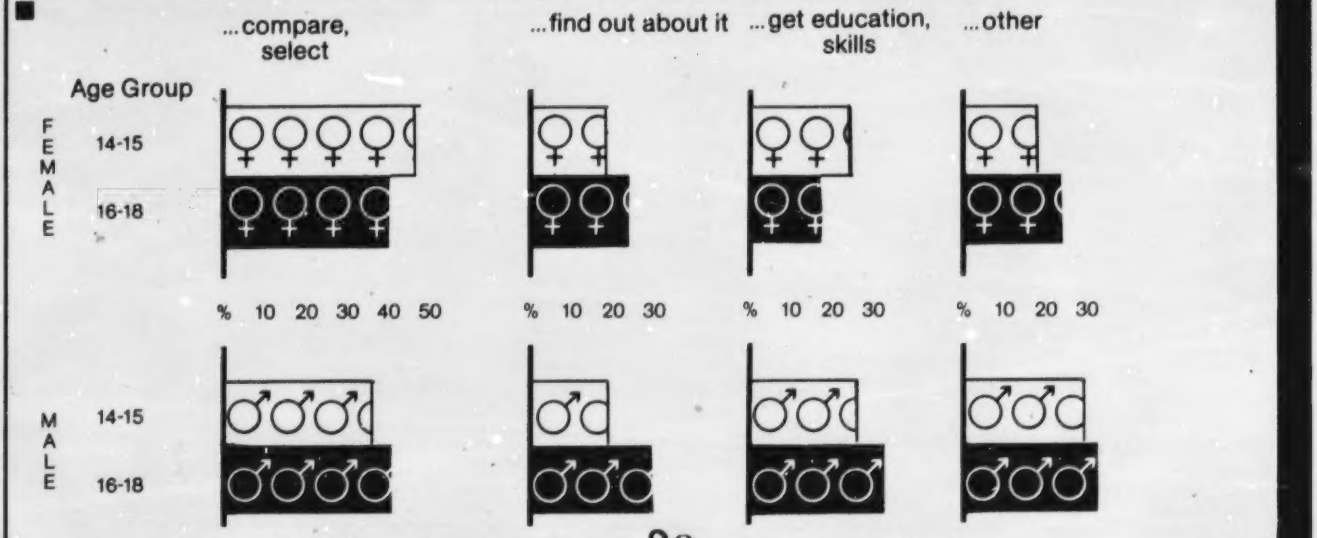


Chi square 25 07323 with 18 degrees of freedom Significance 1229*

■



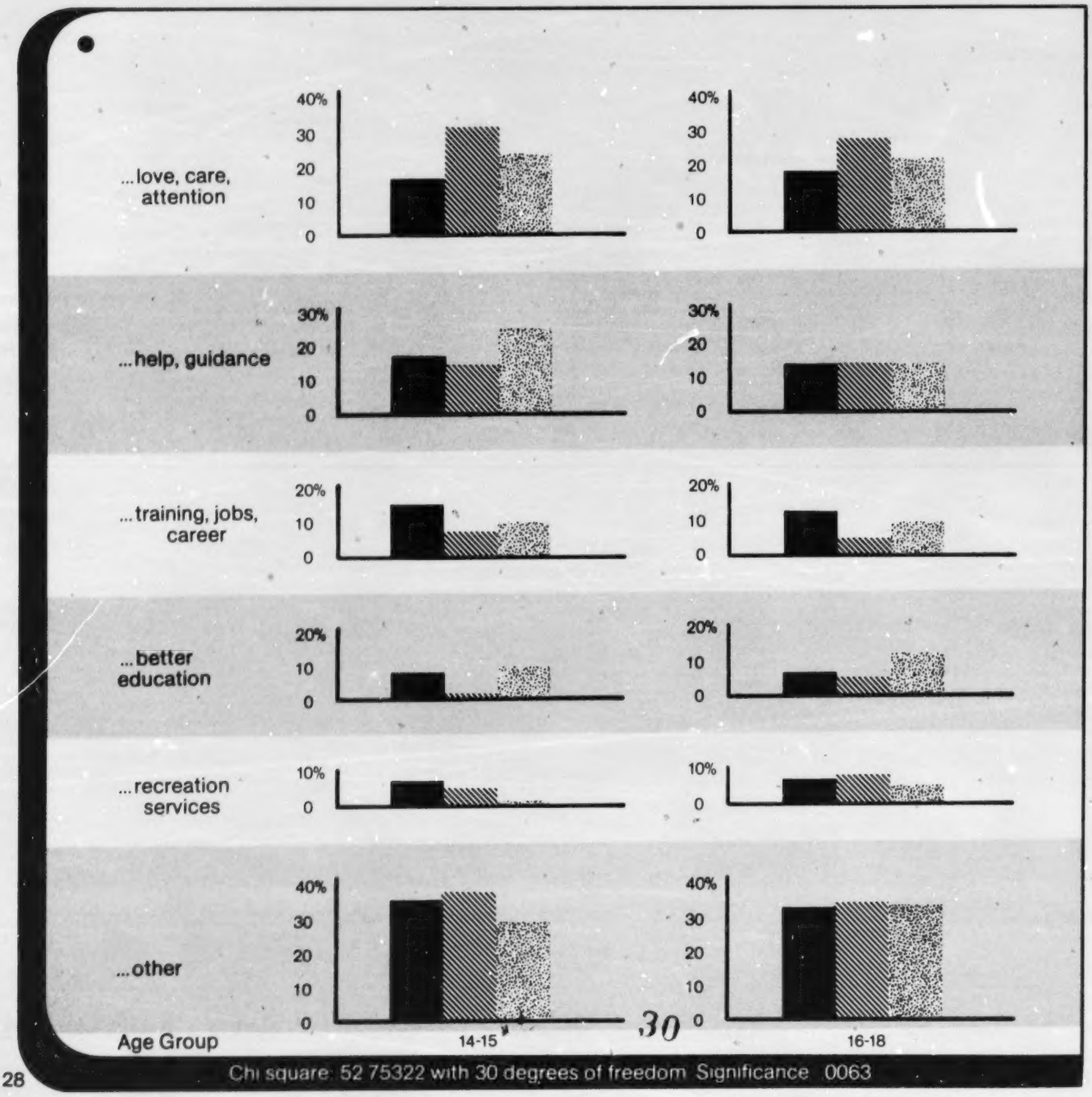
Chi square 26 02766 with 9 degrees of freedom Significance 0020

Young people need...

...love, care, attention mentioned by • more White than Hispanic and more Hispanic than Black females, ⋆ more females than males, ▪ fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males

...help, guidance mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, ⋆ fewer White than Black or Hispanic females, more Hispanic than Black or White males, more male than female 16-18 year olds

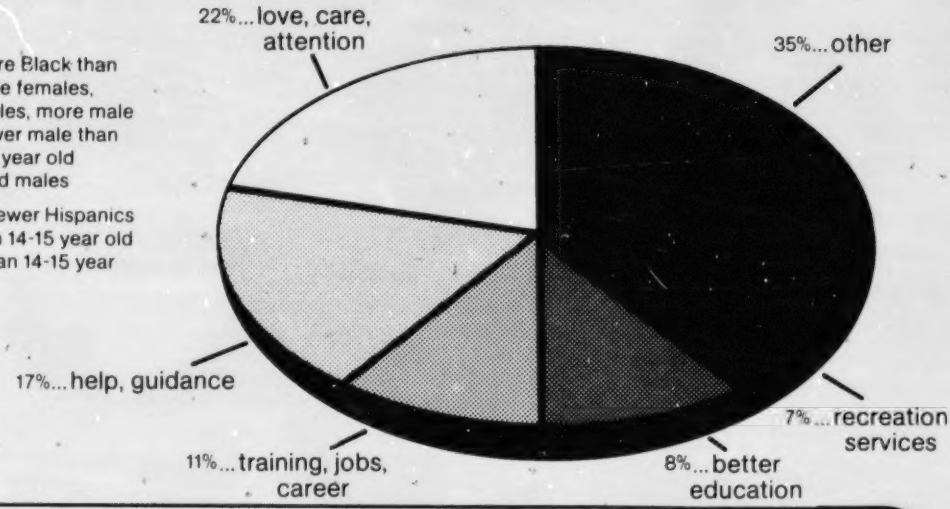
...training, jobs, career mentioned by • more Blacks than Hispanics and more Hispanics than Whites, more 16-18 than 14-15 year old Blacks, fewer 16-18 than 14-15 year old Whites, ⋆ more males than females

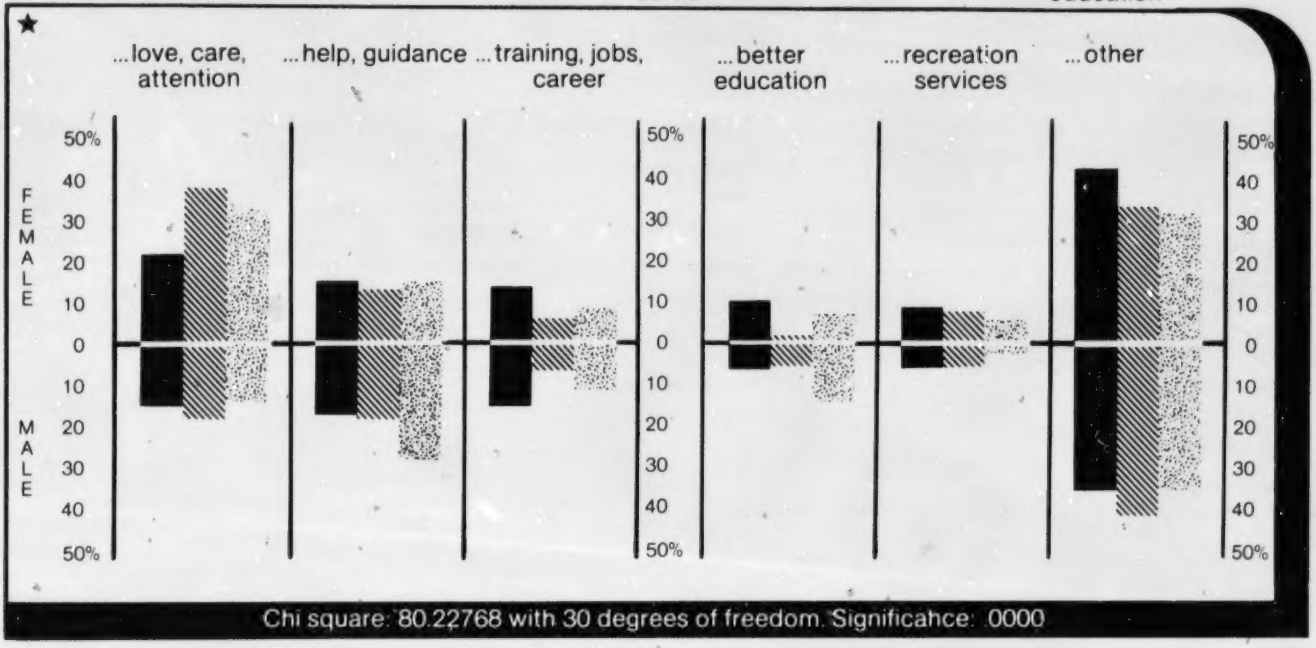


Chi square 52 75322 with 30 degrees of freedom Significance .0063

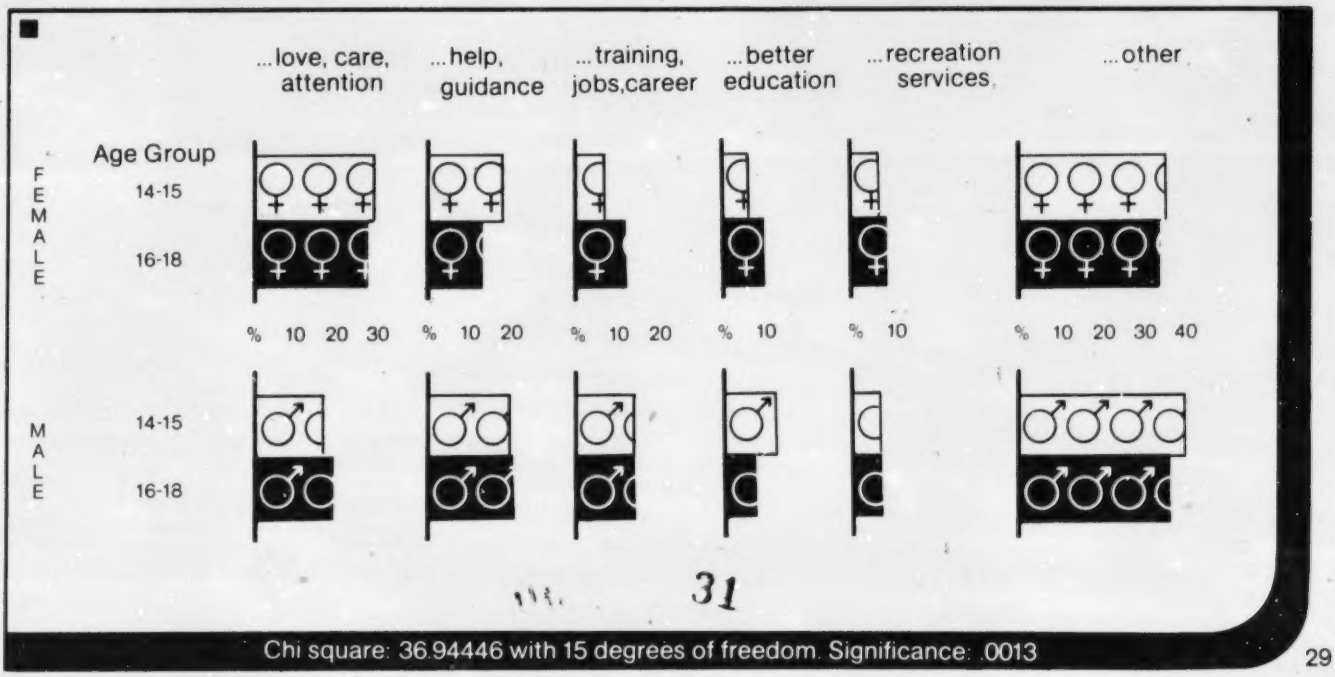
...*better education* mentioned by * more Black than Hispanic and more Hispanic than White females, more Hispanic than Black or White males, more male than female Hispanics and Whites, fewer male than female Blacks, ▪ more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males

...*recreation services* mentioned by • fewer Hispanics than Blacks or Whites, more 16-18 than 14-15 year old Whites and Hispanics, * more 16-18 than 14-15 year old females



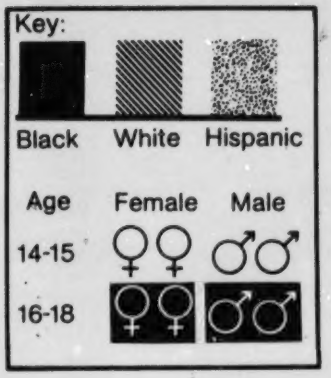


Chi square: 80.22768 with 30 degrees of freedom. Significance: .0000



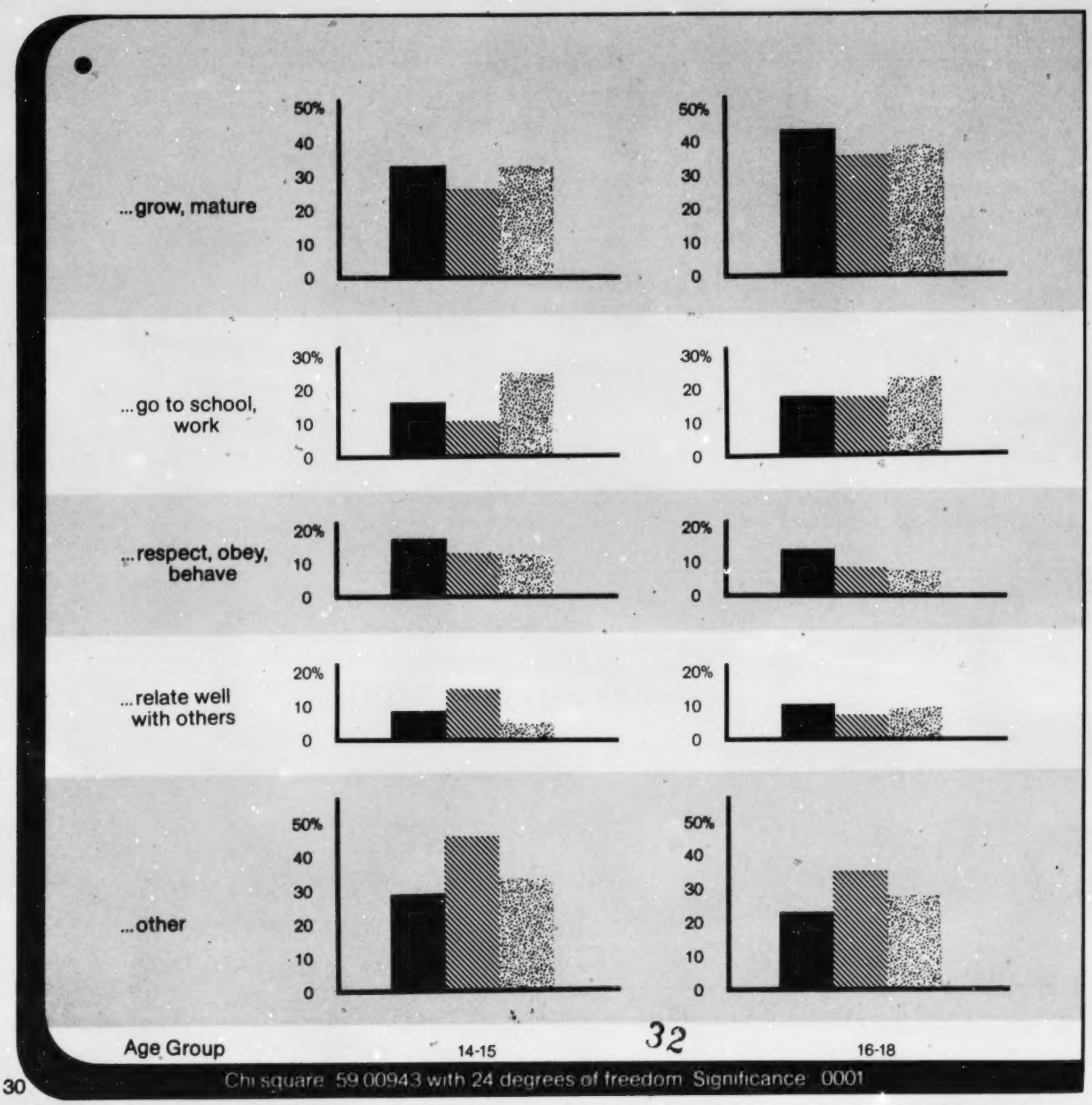
Chi square: 36.94446 with 15 degrees of freedom. Significance: .0013

Young people should...



... *grow, mature* mentioned by • fewer White than Black or Hispanic 14-15 year olds, more Black than White or Hispanic 16-18 year olds, ⋆ more females than males, ▪ more 16-18 than 14-15 year olds

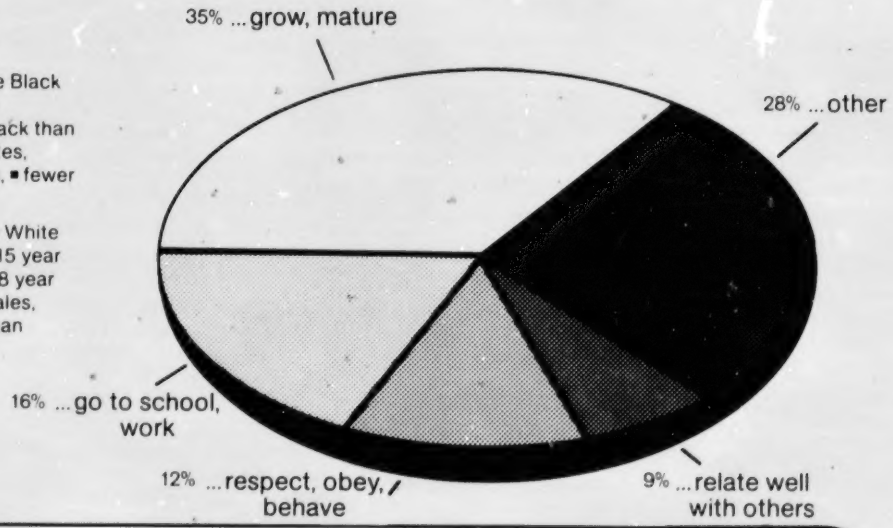
... *go to school, work* mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, more Hispanic than Black or White 16-18 year olds, ⋆ more Hispanic than Black and more Black than White females, more Hispanic than Black or White males, more males than females, ▪ more 16-18 than 14-15 year old Blacks and Whites



Chi square 59 00943 with 24 degrees of freedom Significance 0001

...respect, obey, behave mentioned by • more Black than Hispanic and more Hispanic than White females, more White than Black and more Black than Hispanic males, fewer female than male Whites, more female than male Blacks and Hispanics, ▪ fewer 16-18 than 14-15 year olds

...relate well with others mentioned by • more White than Black and more Black than Hispanic 14-15 year olds, fewer White than Black or Hispanic 16-18 year olds, • more Black than White or Hispanic males, more male than female Blacks, fewer male than female Whites or Hispanics



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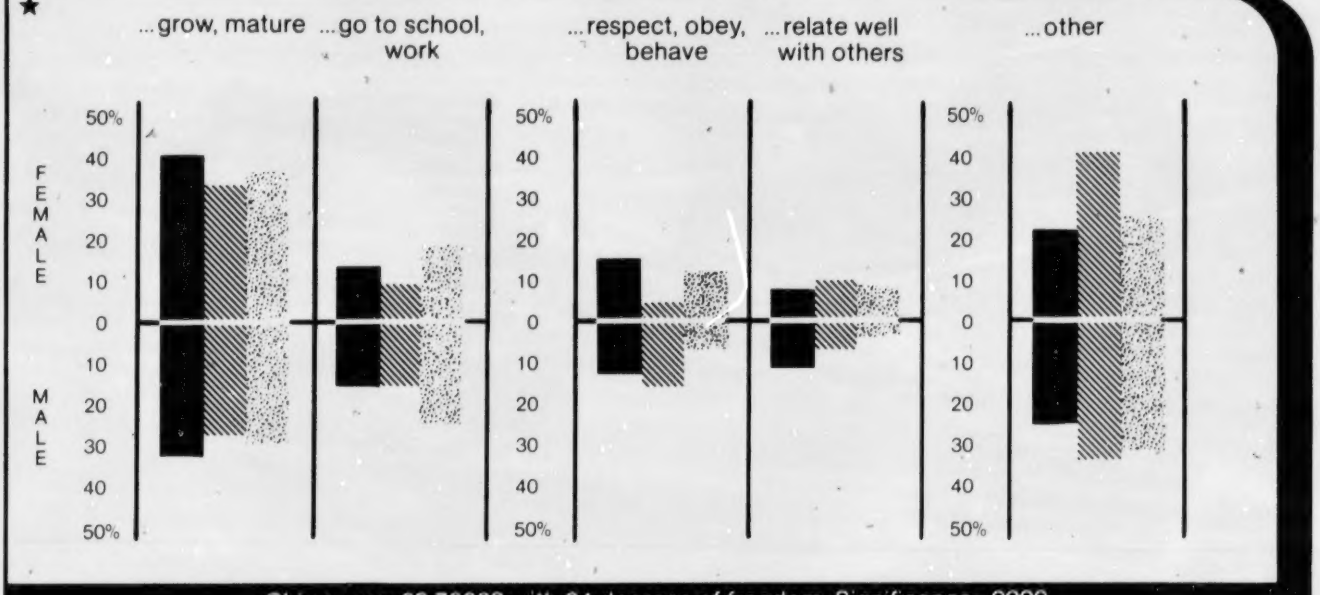

Chi square: 60.76668 with 24 degrees of freedom. Significance: .0000

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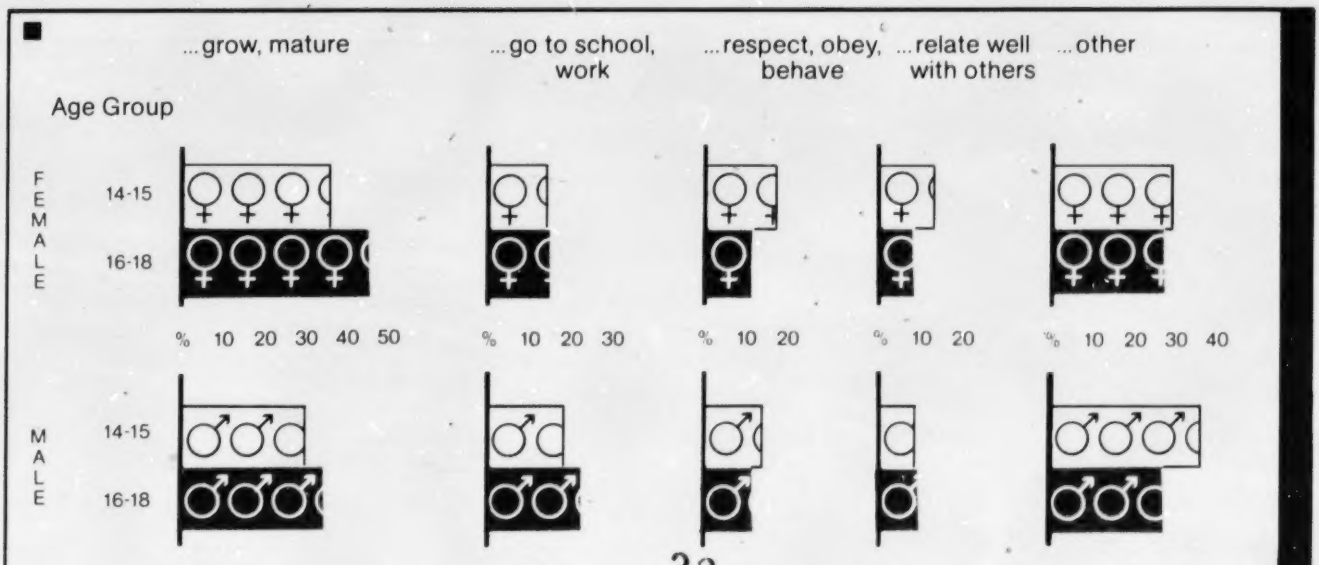
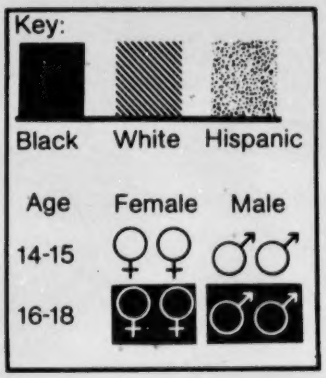


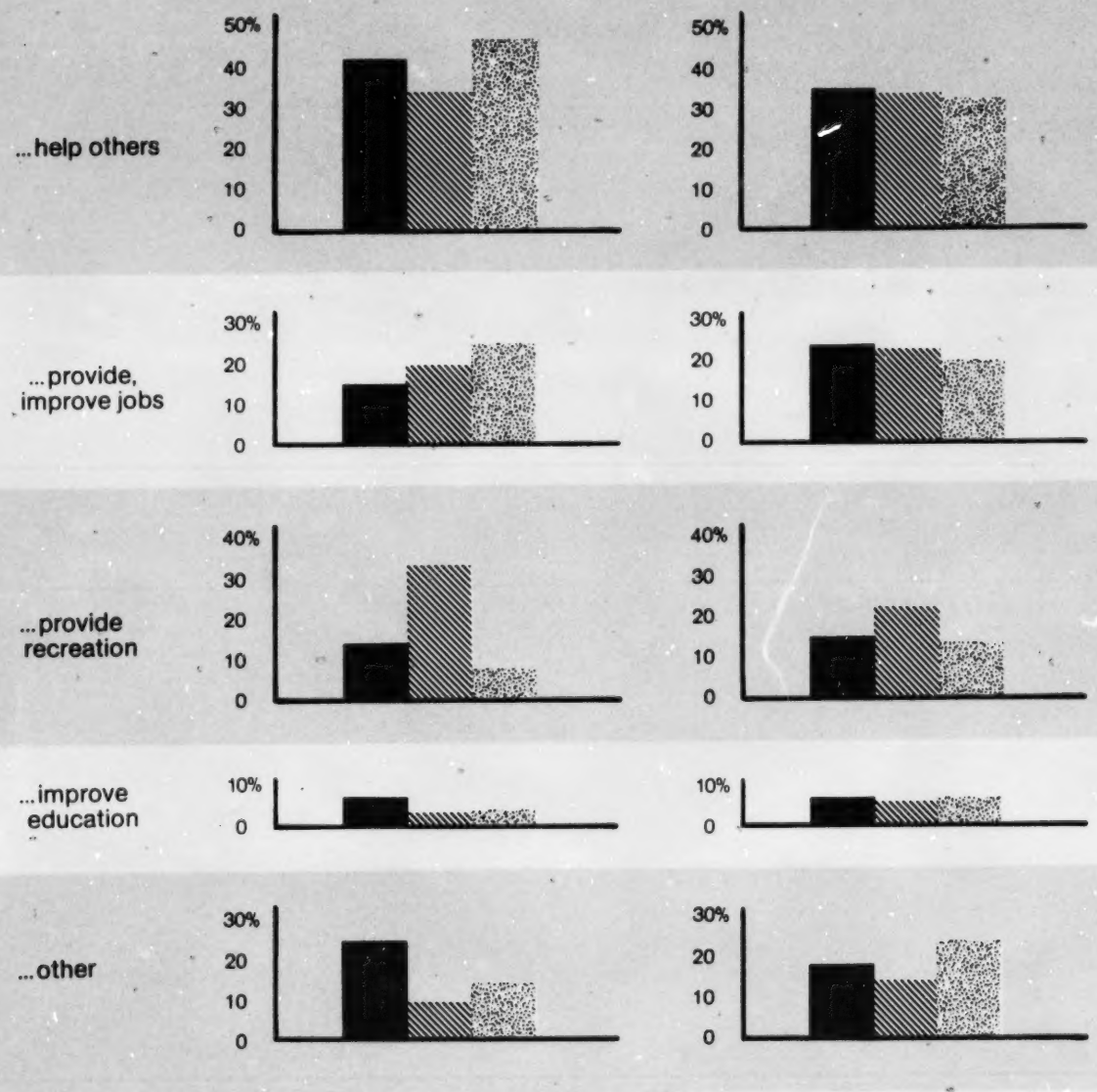
Chi square: 27.43227 with 12 degrees of freedom. Significance: .0067

If I had $1 million to help youth, I would...



...help others mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, fewer 16-18 than 14-15 year old Blacks and Hispanics, * more Hispanic than Black or White females, fewer White than Black or Hispanic males, more females than males

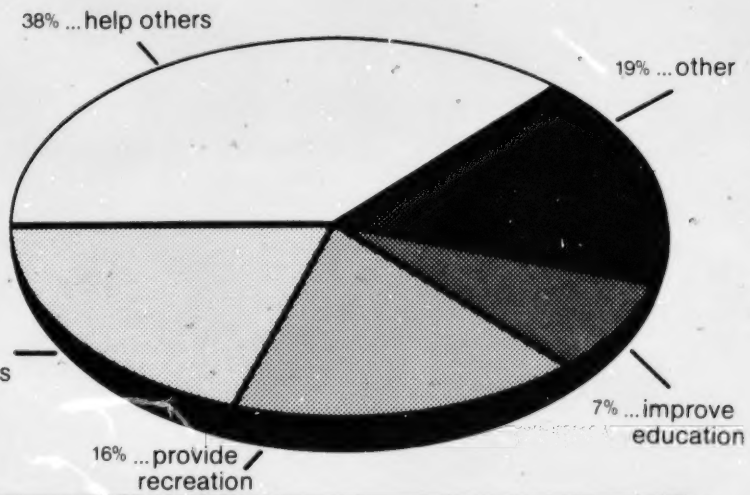
...provide, improve jobs mentioned by • more Hispanic than White and more White than Black 14-15 year olds, fewer Hispanic than Black or White 16-18 year olds, fewer 16-18 than 14-15 year old Hispanics, more 16-18 than 14-15 year old Blacks and Whites



Chi square 59.65448 with 24 degrees of freedom Significance .0001

... *provide recreation* mentioned by • more Whites than Blacks or Hispanics, more 16-18 than 14-15 year old Blacks and Hispanics, fewer 16-18 than 14-15 year old Whites, * more females than males

... *improve education* mentioned by • more Black than White or Hispanic 14-15 year olds, * more Black than Hispanic and more Hispanic than White females, more female than male Blacks and Hispanics, more male than female Whites



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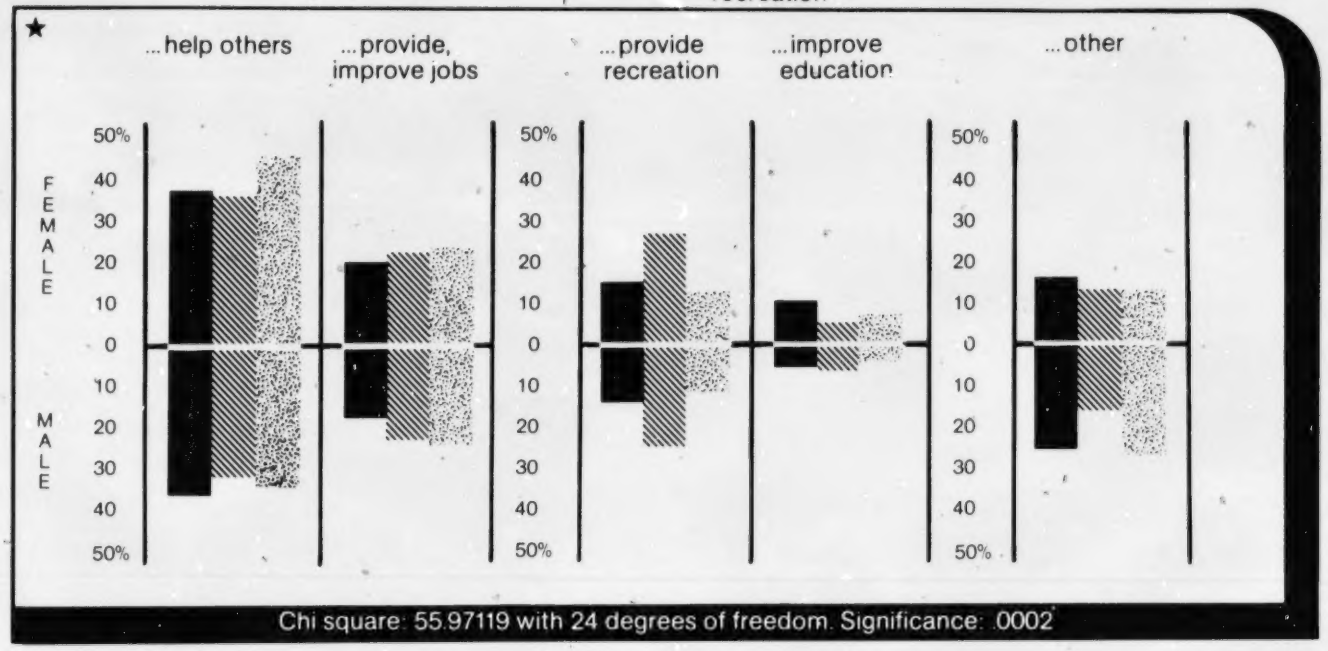
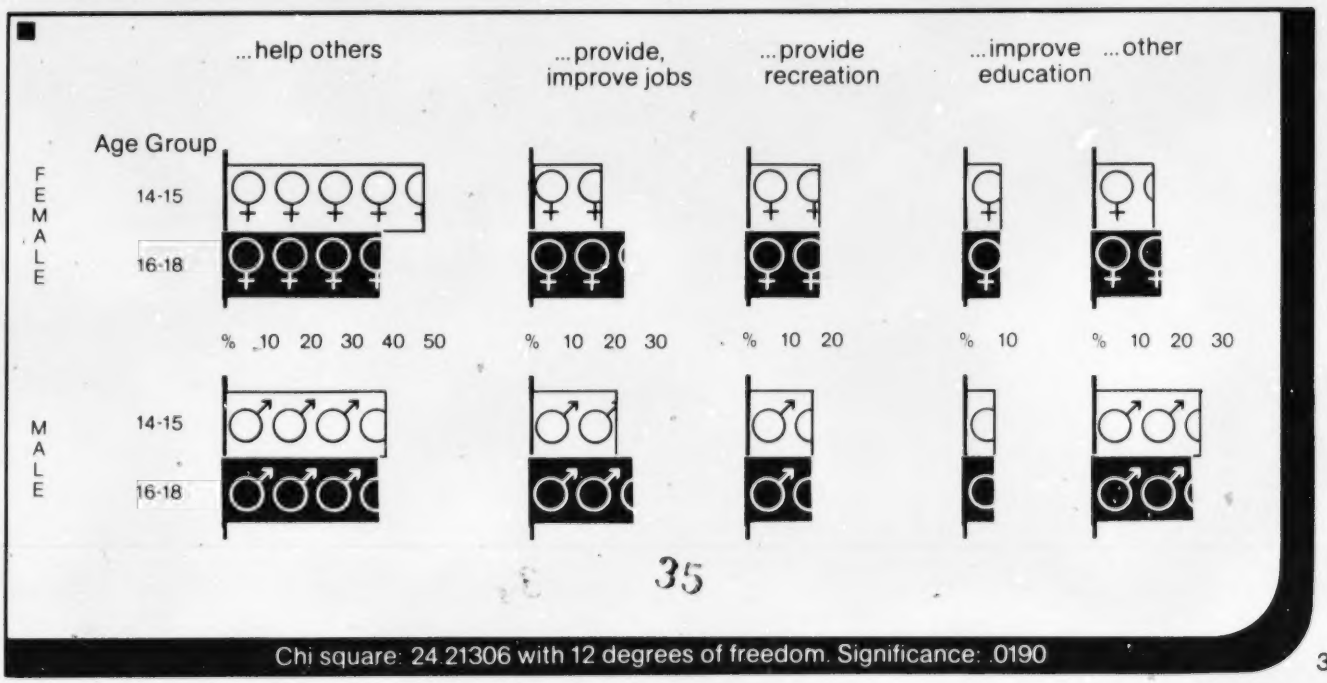


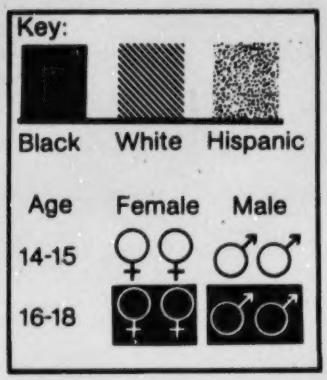
Chi square: 55.97119 with 24 degrees of freedom. Significance: .0002

■



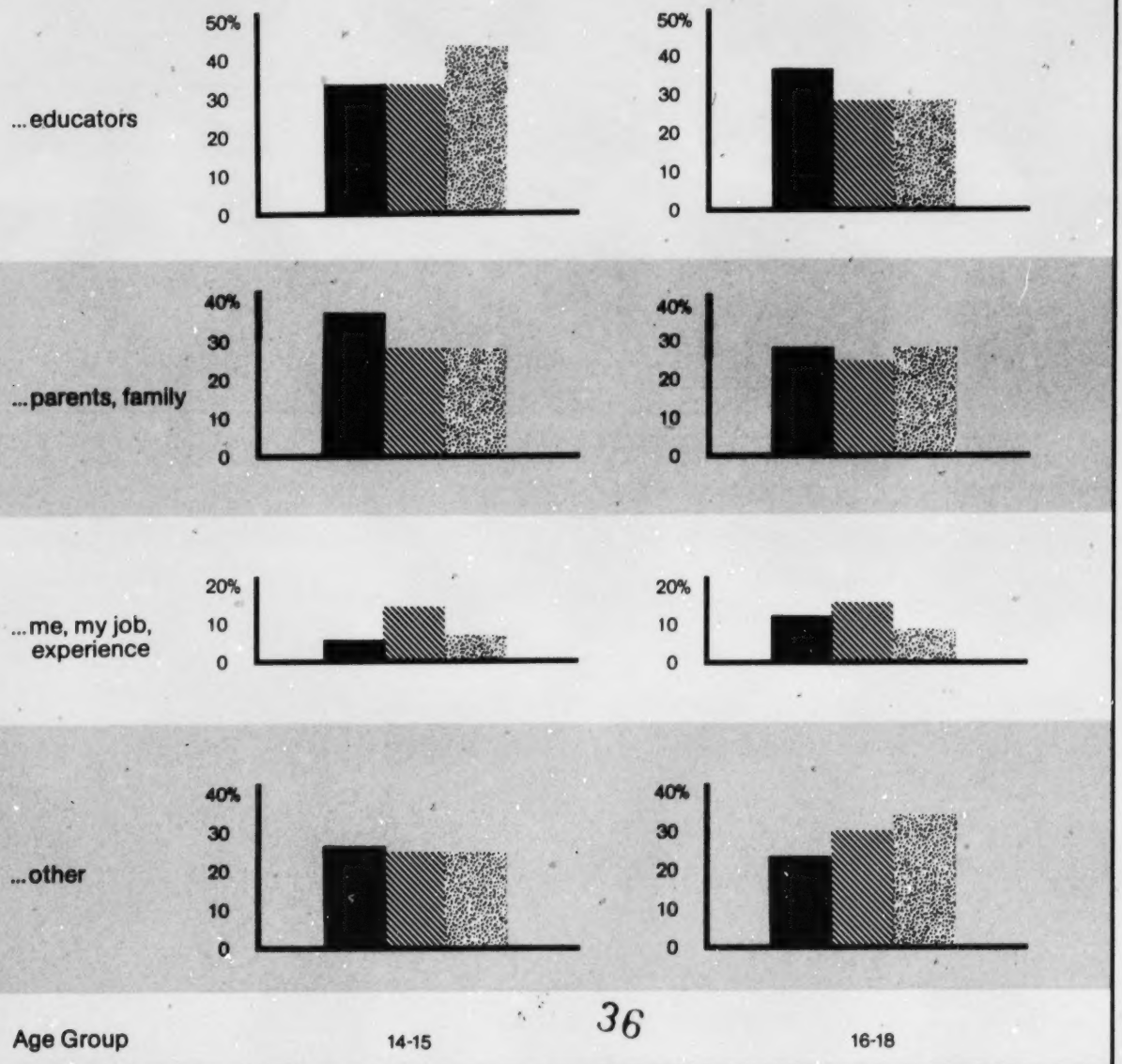
Chi square: 24.21306 with 12 degrees of freedom. Significance: .0190

The person who taught me most about jobs...



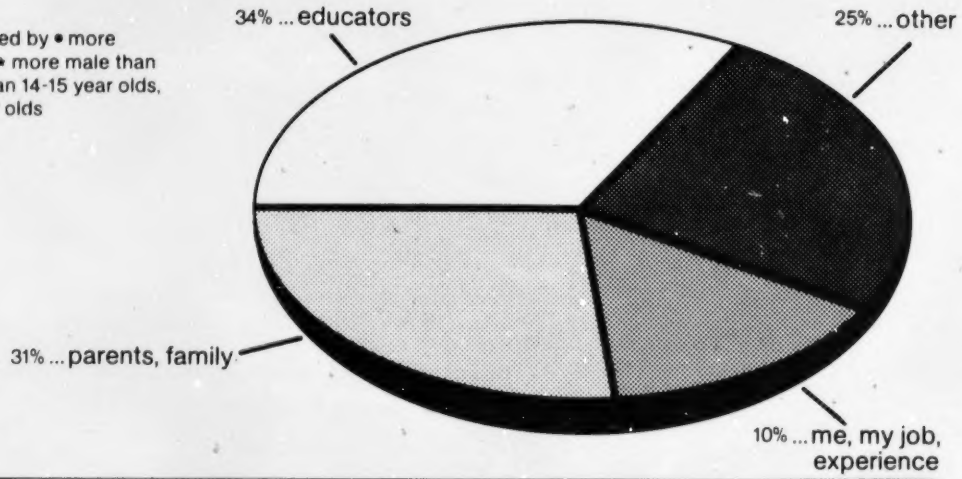
...*educators* mentioned by • more Hispanic than Black or White 14-15 year olds, more Black than White or Hispanic 16-18 year olds, ⋆ more Black than Hispanic and more Hispanic than White females, more Hispanic than Black or White males, more female than male Blacks, ▪ fewer 16-18 than 14-15 year old Whites and Hispanics, more 16-18 than 14-15 year old Blacks

...*parents, family* mentioned by • more Black than White or Hispanic 14-15 year olds, fewer White than Black or Hispanic 16-18 year olds, ⋆ fewer Black than White or Hispanic females, more Black than White or Hispanic males, more male than female Blacks, fewer male than female Whites and Hispanics



Chi square 35 29523 with 18 degrees of freedom Significance .0087

... me, my job, experience mentioned by • more Whites than Blacks or Hispanics, * more male than female Hispanics, ■ more 16-18 than 14-15 year olds, more male than female 16-18 year olds



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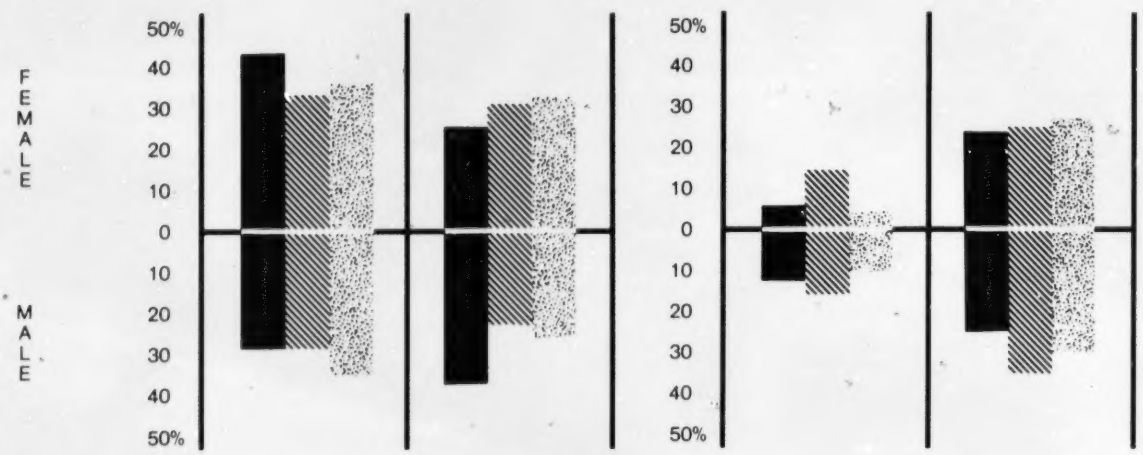
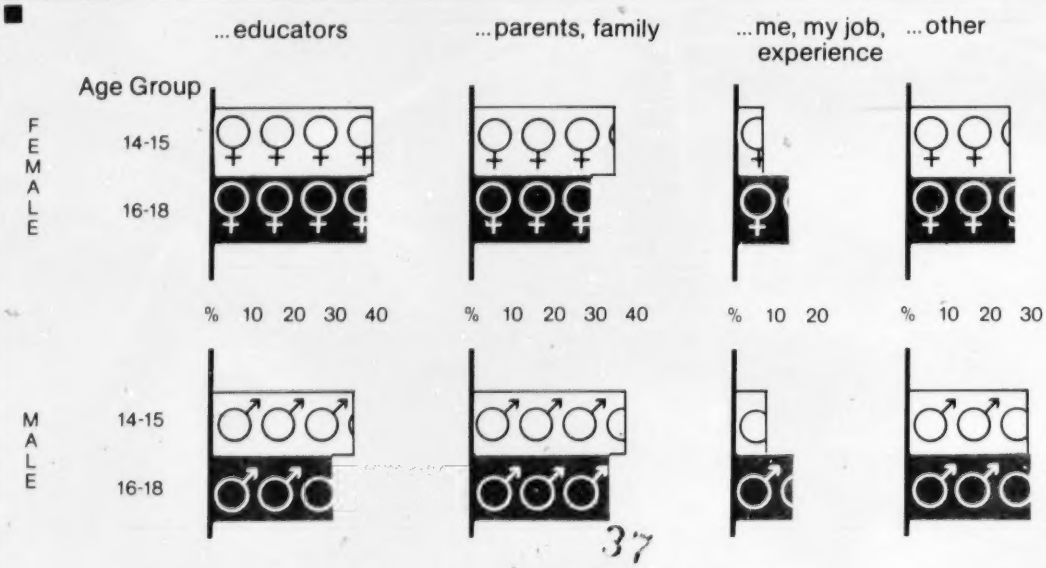


Chi square: 37.18683 with 18 degrees of freedom. Significance: .0050

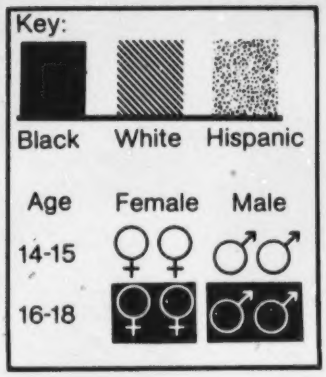
■



37

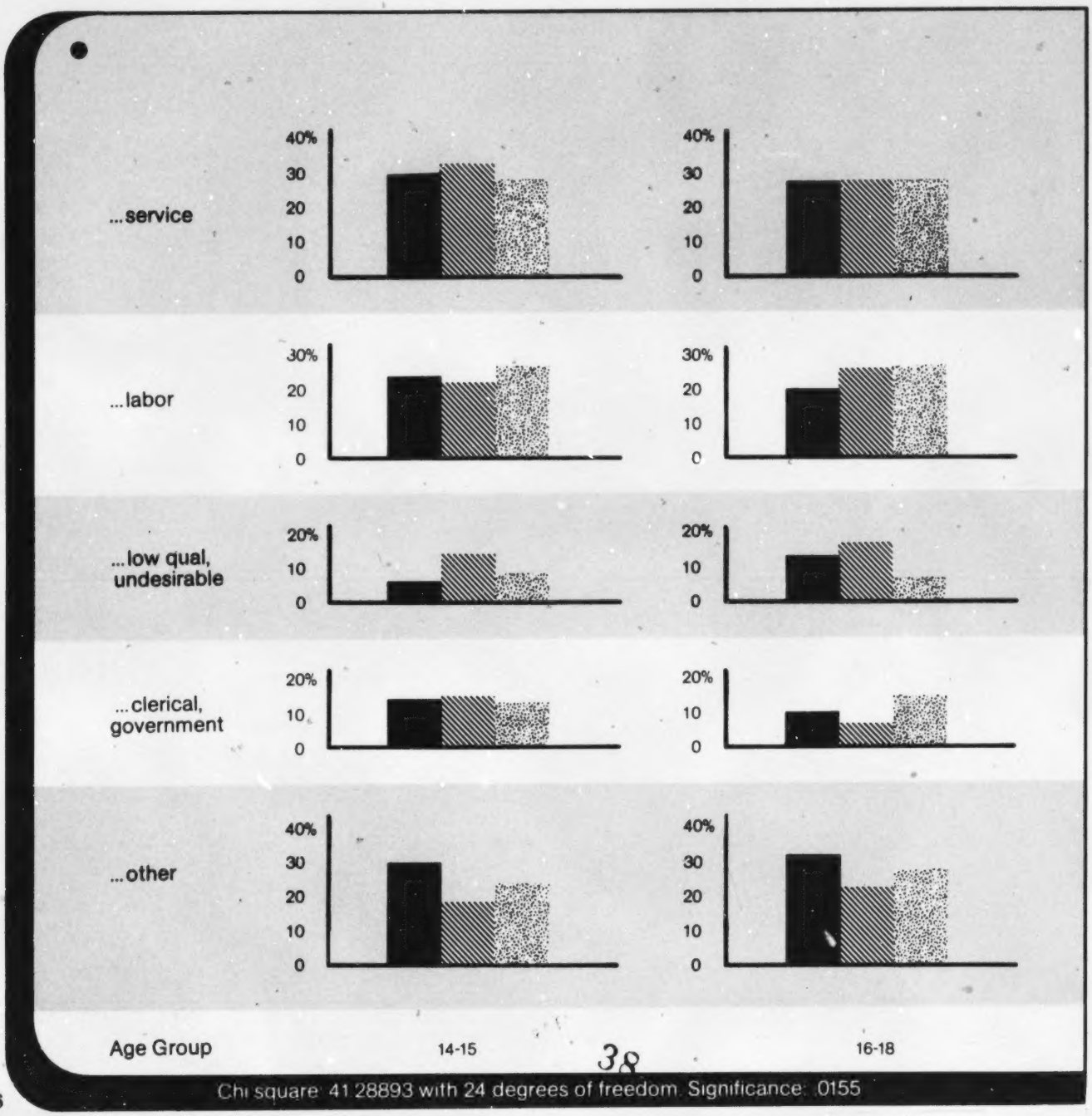
Chi square: 21.74712 with 9 degrees of freedom. Significance: .0097

The easiest kinds of jobs to get...



... *service* mentioned by ⋆ more females than males, fewer Hispanic than Black or White females, more Hispanic than Black or White males, ▪ fewer 16-18 than 14-15 year old females

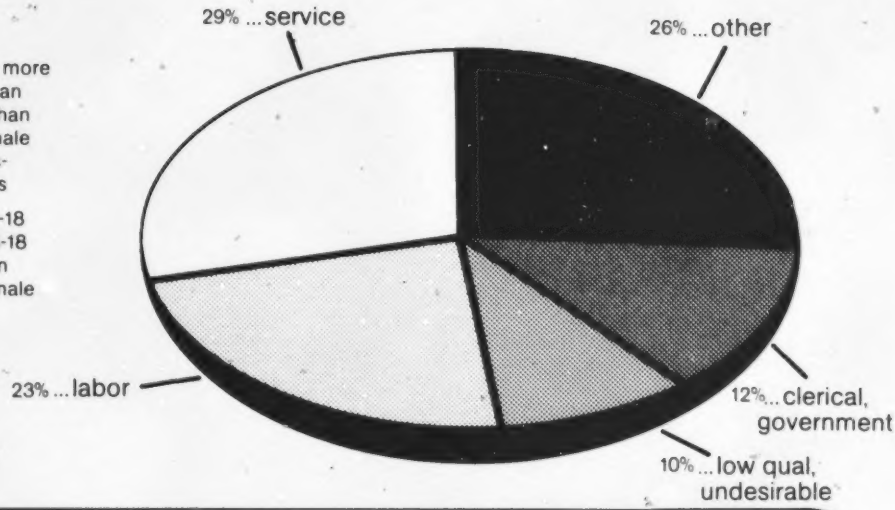
... *labor* mentioned by • more Hispanic than Black or White 14-15 year olds, more White than Hispanic and more Hispanic than Black 16-18 year olds, ⋆ more males than females, ▪ more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males

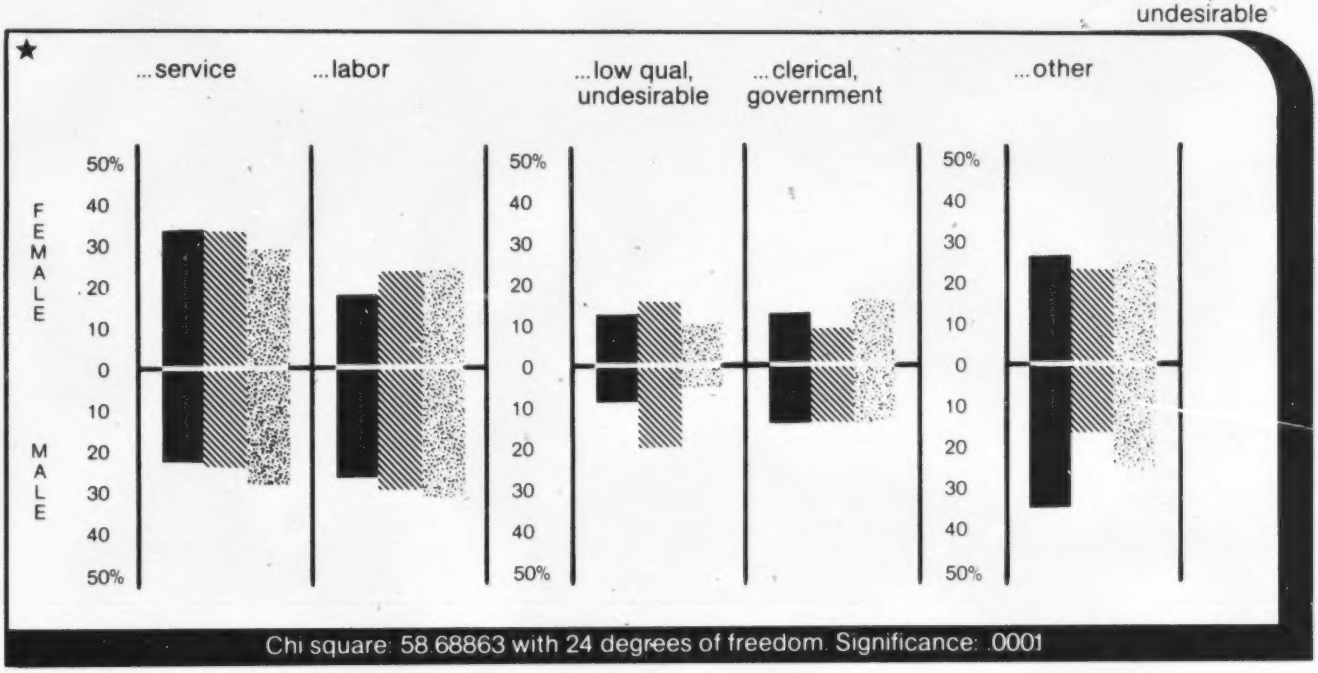


Chi square 41 28893 with 24 degrees of freedom Significance .0155

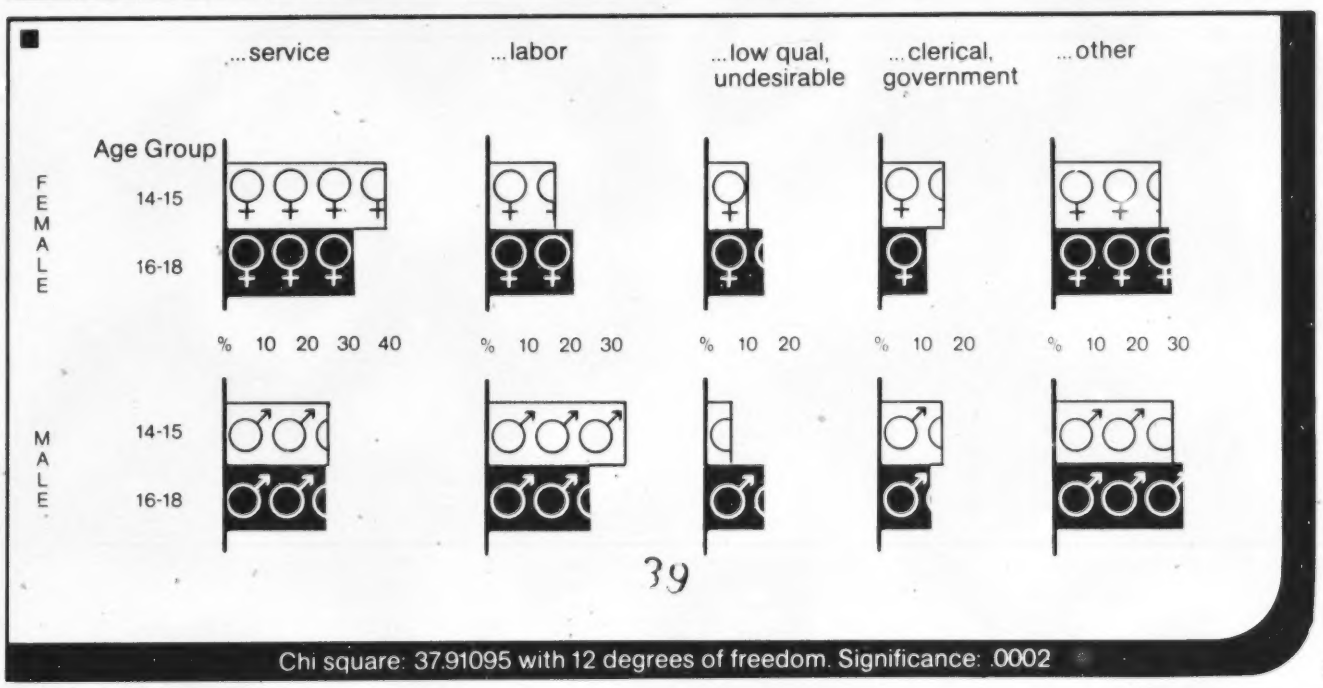
...*low qualification, undesirable* mentioned by • more Whites than Blacks or Hispanics, more 16-18 than 14-15 year old Blacks and Whites, fewer 16-18 than 14-15 year old Hispanics, ⋆ more male than female Whites, fewer male than female Blacks and Hispanics, ▪ more female than male 14-15 year olds

...*clerical, government* mentioned by • fewer 16-18 than 14-15 year old Blacks and Whites, more 16-18 than 14-15 year old Hispanics, ⋆ more male than female Blacks and Whites, fewer male than female Hispanics





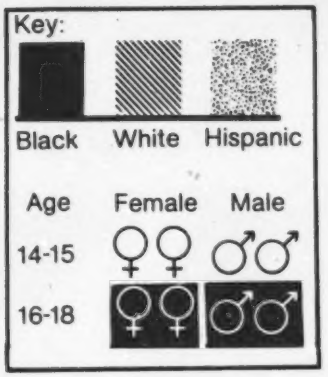
Chi square: 58.68863 with 24 degrees of freedom. Significance: .0001



39

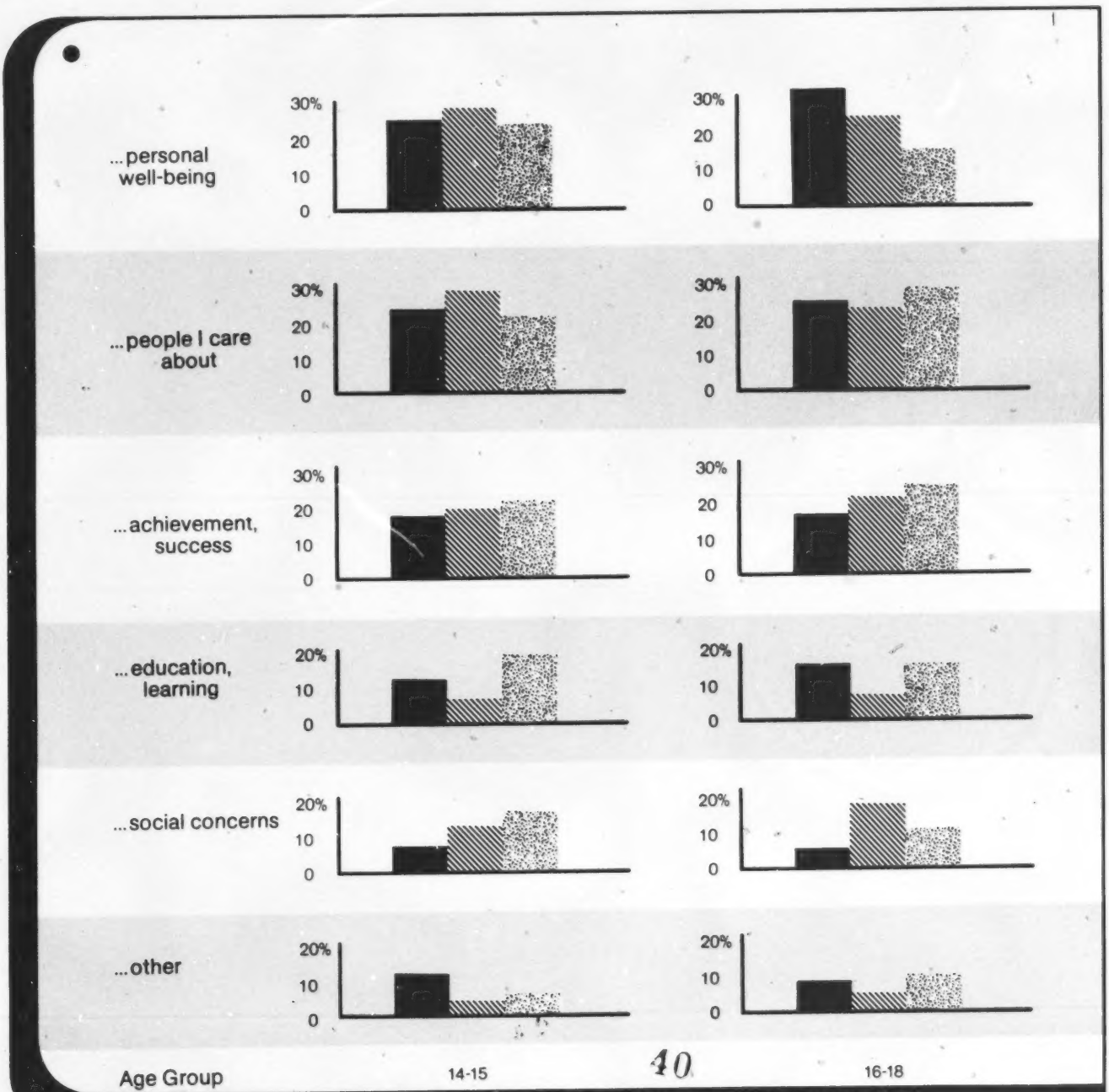
Chi square: 37.91095 with 12 degrees of freedom. Significance: .0002

The most important thing to me...



...personal well-being mentioned by • more White than Black than Hispanic 14-15 year olds, more Black than White than Hispanic 16-18 year olds, more 16-18 than 14-15 year old Blacks, fewer 16-18 than 14-15 year old Whites and Hispanics, ⋆ more Black than White than Hispanic females, more White than Black than Hispanic males, more female than male Blacks, fewer female than male Whites and Hispanics

...people I care about mentioned by • more White than Black or Hispanic 14-15 year olds, ⋆ more White than Black or Hispanic females, more male than female Blacks and Hispanics

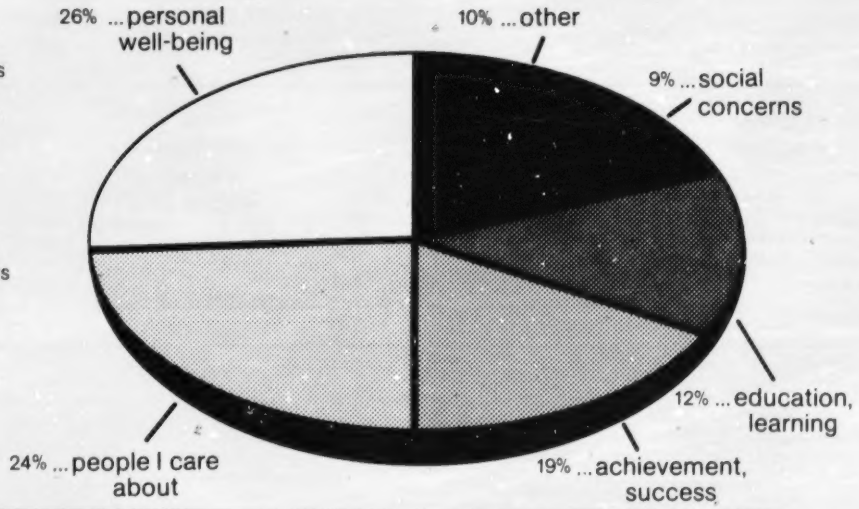


Chi square 69.15744 with 30 degrees of freedom Significance .0001

... *achievement, success* mentioned by • fewer Blacks than Whites or Hispanics, ⋆ more Hispanic than White than Black females, more White than Black or Hispanic males, more male than female Blacks and Whites, • more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males, more male than female 14-15 year olds

... *education, learning* mentioned by • fewer Whites than Blacks or Hispanics, ⋆ fewer males than females

... *social concerns* mentioned by • more Hispanic than White than Black 14-15 year olds, more White than Hispanic than Black 16-18 year olds, ⋆ more females than males, more White than Hispanic than Black females



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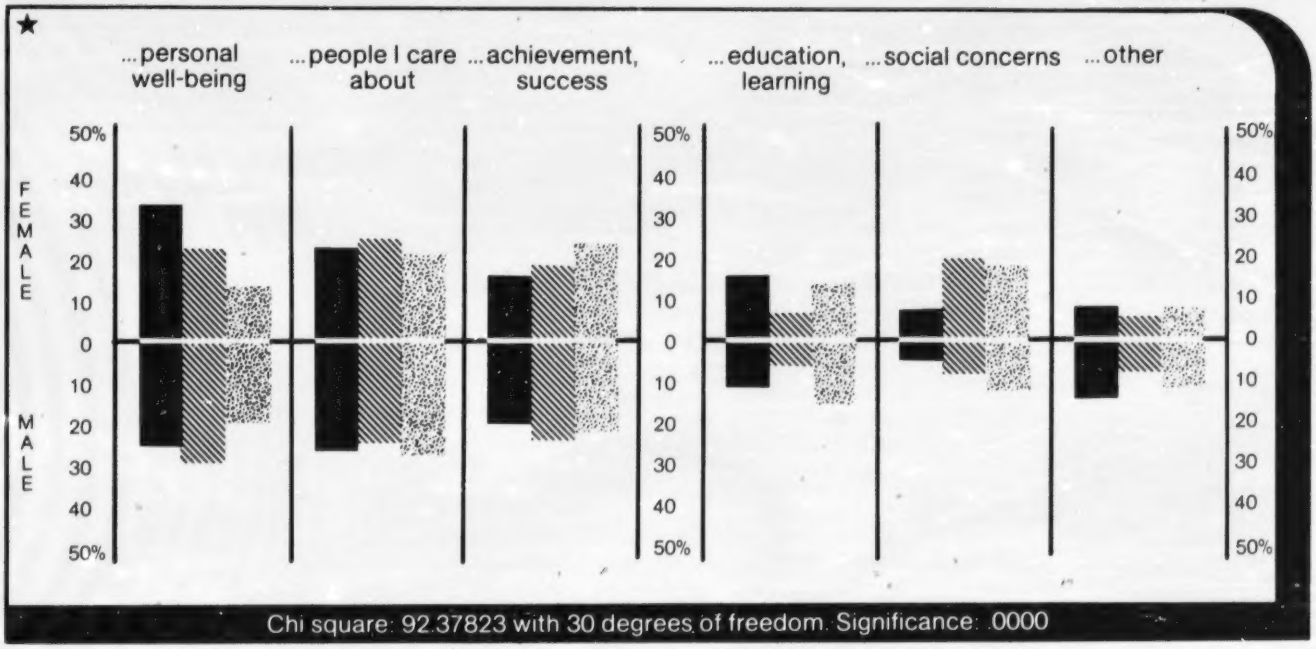

Chi square: 92.37823 with 30 degrees of freedom. Significance: .0000

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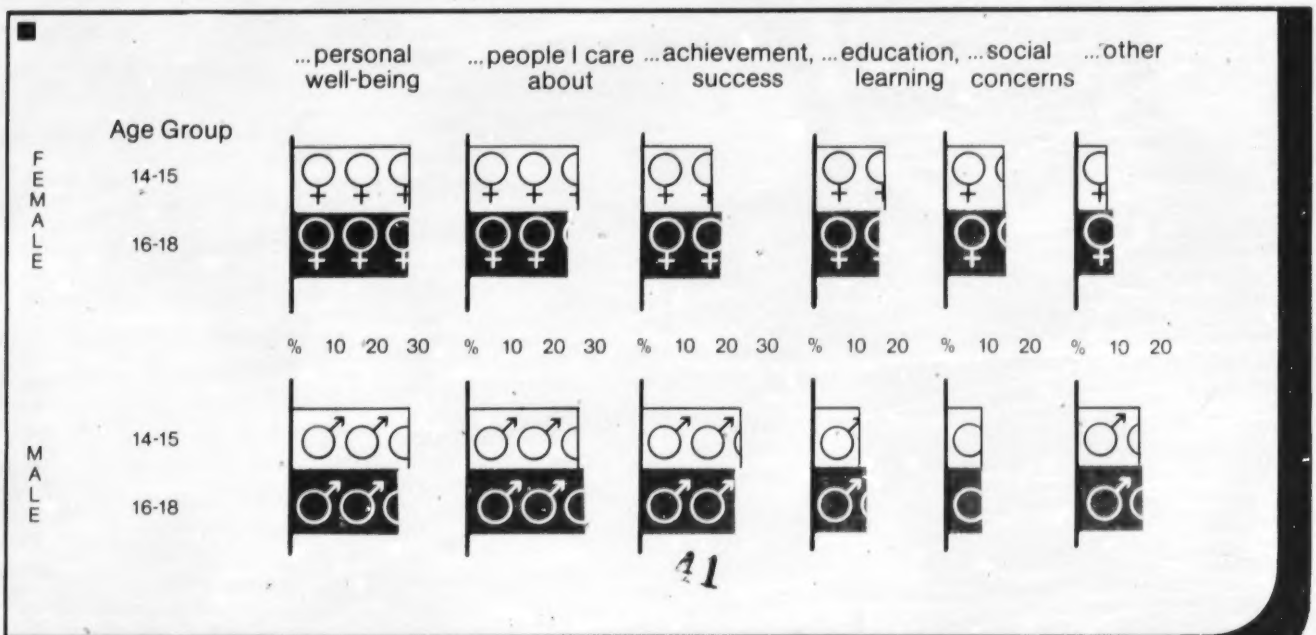
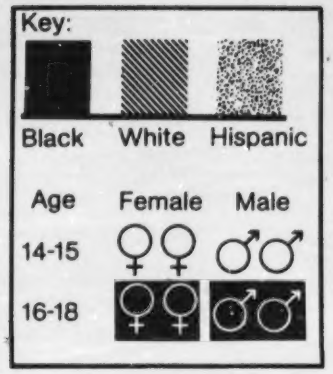


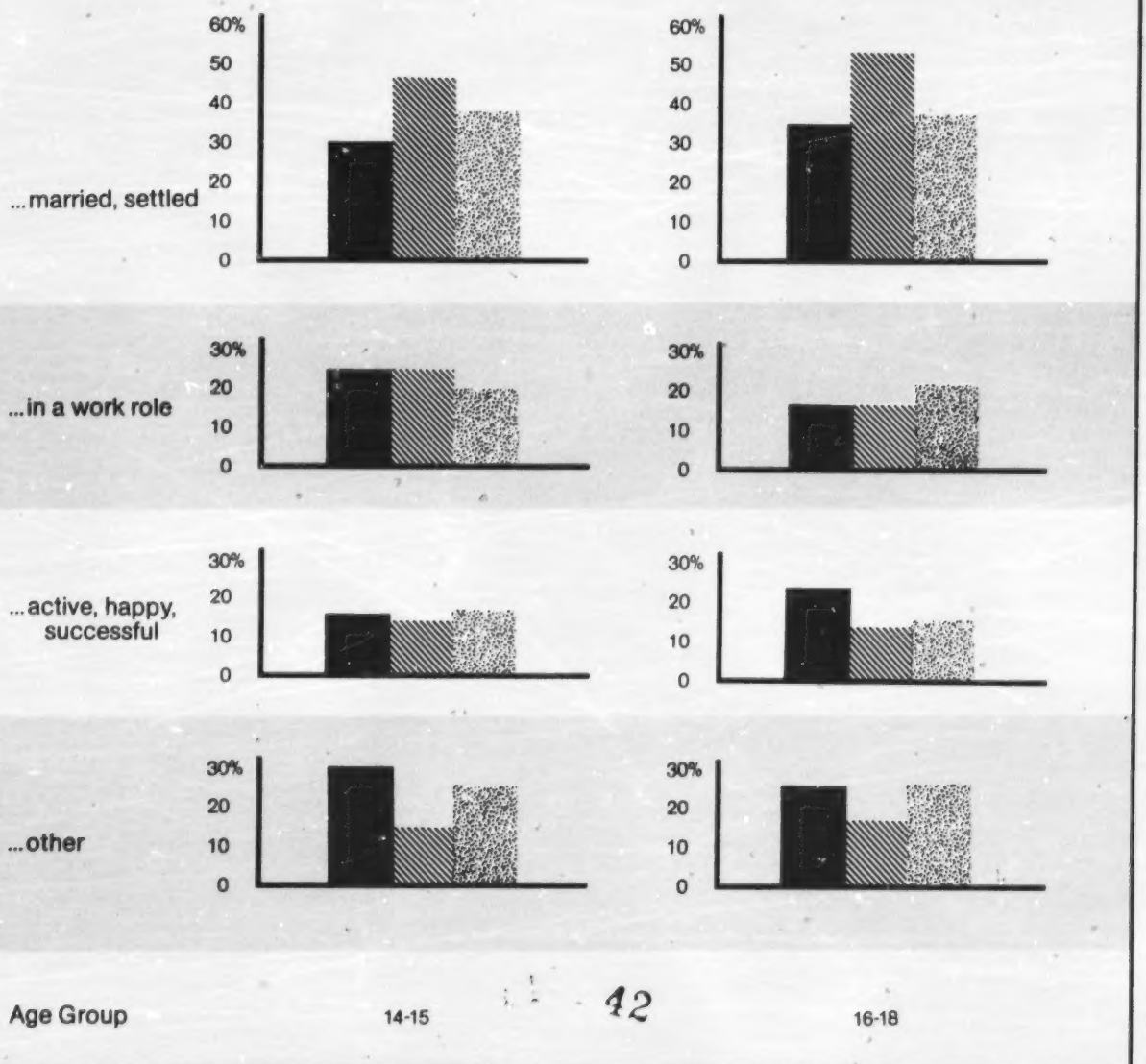
Chi square: 29.04402 with 15 degrees of freedom. Significance: .0159

When I'm 30, I will be...



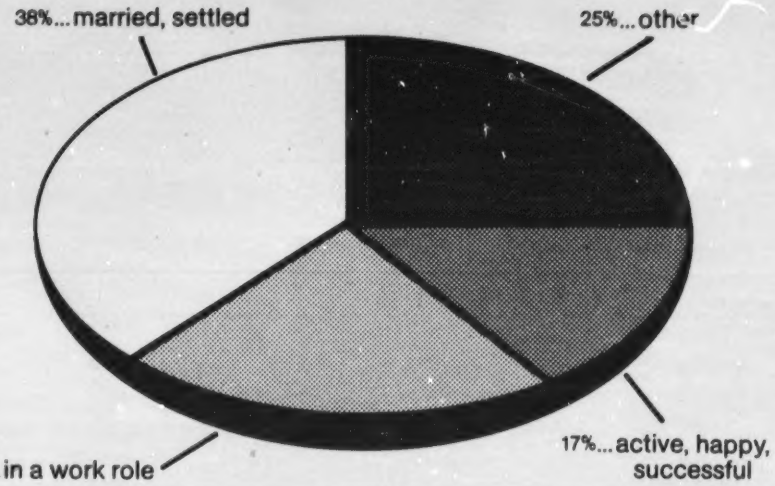
... married, settled mentioned by • more Whites than Hispanics and more Hispanics than Blacks, more 16-18 than 14-15 year old Blacks and Whites, ⋆ more females than males, ▪ more 16-18 than 14-15 year old males

... in a work role mentioned by • fewer Hispanic than Black or White 14-15 year olds, fewer 16-18 than 14-15 year old Blacks and Whites, ⋆ more males than females, more Black than Hispanic and more Hispanic than White females, more White than Hispanic and more Hispanic than Black males, ▪ fewer 16-18 than 14-15 year old males



Chi square 47 62979 with 18 degrees of freedom Significance 0002

... *active, happy, successful* mentioned by • fewer White than Black or Hispanic 14-15 year olds, more Black than White or Hispanic 16-18 year olds, * more Black than Hispanic and more Hispanic than White females, more Black than White or Hispanic males, more female than male Hispanics, ▪ more 16-18 than 14-15 year old females, more female than male 16-18 year olds



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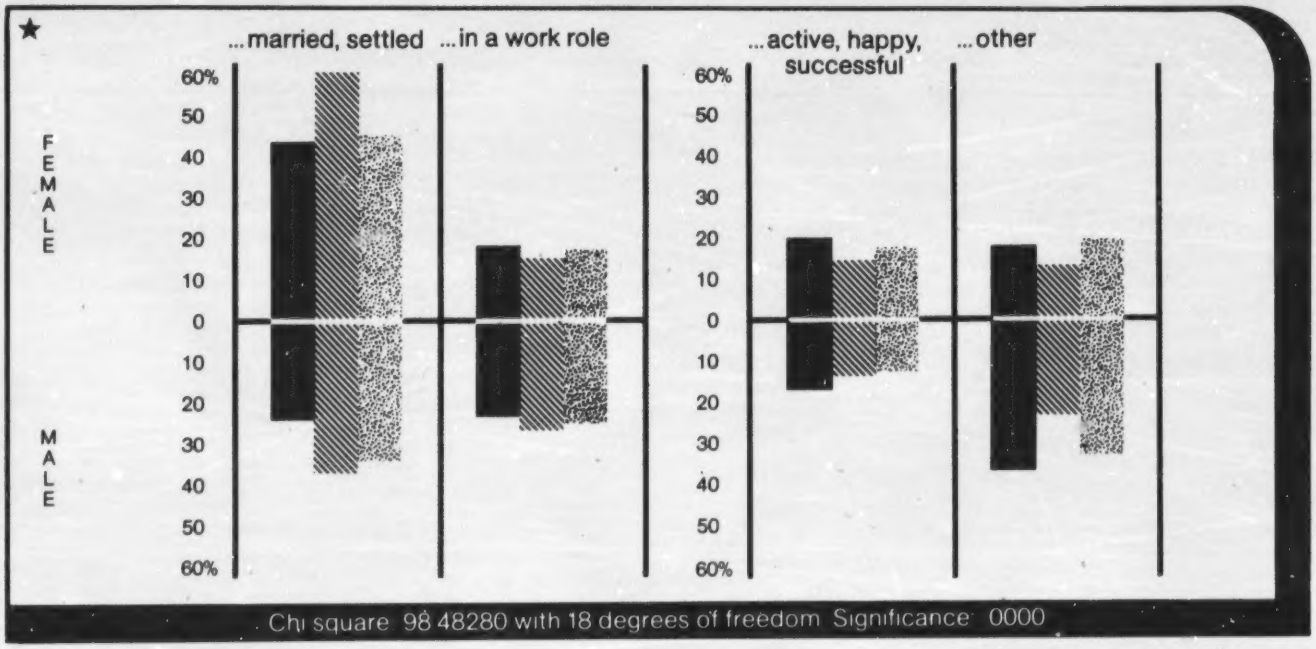

Chi square 98 48280 with 18 degrees of freedom Significance 0000

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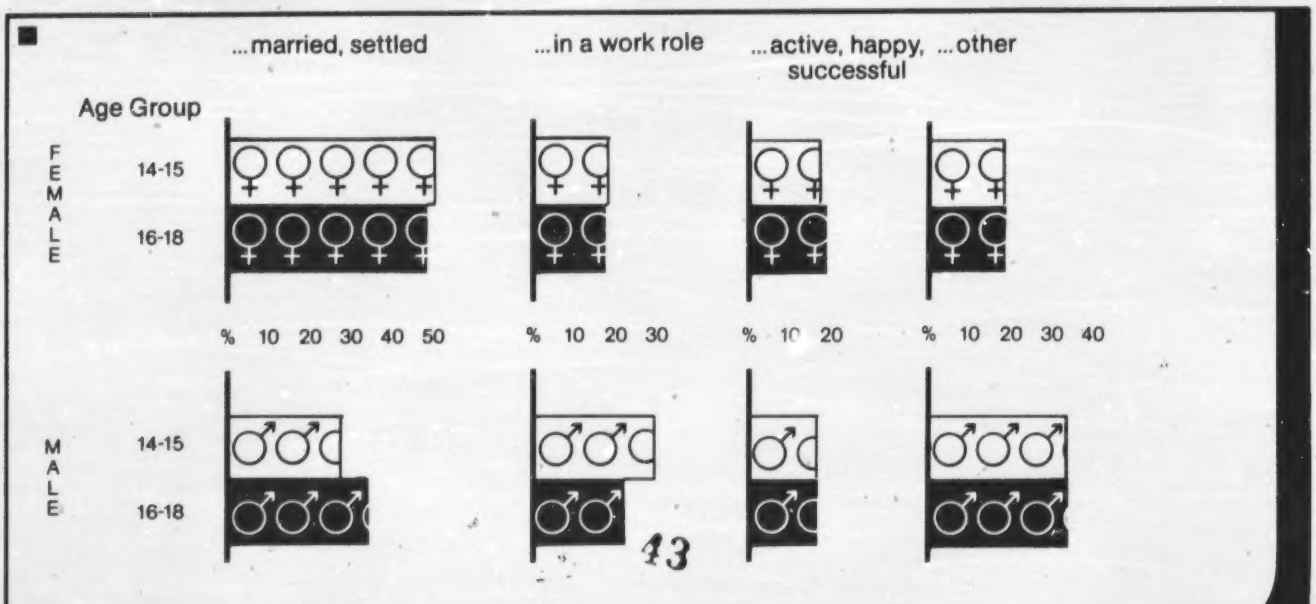

Chi square 62 69493 with 9 degrees of freedom Significance 0000